DOCUMENT RESUME

ED 257 503 JC 850 268

TITLE	Ascent: A Ford Foundation Urban Community College Transfer Opportunities Grant Project. Final Report.
INSTITUTION	Honolulu Community Coll., Hawaii.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	May 84
NOTE	79p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Articulation (Education); *College Transfer Students; Community Colleges; Curriculum Development; Student Personnel Services; *Transfer Programs; Two Year Colleges
IDENTIFIERS	*Urban Transfer Opportunities Program

ABSTRACT

This report presents a review of activities conducted at Honolulu Community College under a grant from the Ford Foundation Urban Community College Transfer Opportunities Grant. First, project achievements are outlined, along with the ways in which these achievements correspond to the original grant proposal. They include: (1) the development of an orientation course, Transfer Decisions, to assist students in their transition from a two- to a four-year institution; (2) the piloting of a computer course, Introduction to College Computer Study Skills, designed to introduce the transfer student to the time-saving possibilities of using a microcomputer; (3) the development of a prototype transfer terminal with a database accessible by students, faculty, and student services staff; and (4) the development of the conceptual design for an automated student tracking system. The following section provides more detailed information on the four components. Next, a report on program modifications, the allocation of resources, and staffing is provided. Finally, the college's plans for institutionalizing each of the four major components and for regional and national dissemination are outlined. Background materials on the college and its programs and services, and additional project materials are appended. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED257503

FINAL REPORT

ASCENT

A Ford Foundation Urban Community College Transfer Opportunities Grant Project

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
P. R. KESSINGER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 850 268

Honolulu Community College
May 1984

Questions 1 and 2 — What are your achievements to date and how do these achievements correspond to the objectives laid out in the original grant proposal?

Honolulu Community College has made excellent progress toward achieving the objectives outlined in the original grant proposal. A few activities, most notably the Transfer Terminal, are at a point of development surpassing original expectations. This section provides a brief narrative of our achievements to date as well as a chart outlining the current status of each specific objective. Performance documentation and a chronology of events are included in the exhibits.

Over the grant year, we have been able to clarify our Project's objectives and organize them around four major components. These components are:

1. The development of an orientation course, **Transfer Decisions**, to assist students in their transition from a two-year institution to a four-year college or university. Refer to Objective 4.

2. The piloting of a computer course, **Introduction to College Computer Study Skills**, designed to introduce the transfer student to the many time-saving possibilities of using a microcomputer (i.e., word processing, database management, electronic spreadsheets, and educational software relevant to academic success at college). Refer to Objective 7.

3. The development of a prototype **Transfer Terminal** with a database directly accessible by students, faculty and student services staff that provides accurate and timely transfer information. Refer to Objectives 2, 5, 6. The pre-engineering study and the articulation agreement with the University of Hawaii at Manoa College of Engineering are related to the **Transfer Terminal** effort. Refer to Objectives 1, 2.

4. The development of the conceptual design for an automated **Student Tracking System**. Refer to Objectives 1, 2, 3.

The Statewide Advisory Committee has provided overall support and direction for all components. The Committee intends to lend its leadership and influence to the institutionalization efforts.

SPECIFIC ACTIVITIES/ OBJECTIVES	PERFORMANCE EVALUATION MEASURES	START	END	STATUS
1. Develop pre-engineering study	1a. Study developed	Oct.	Aug.	Completed (See narrative and Exhibit 1)
	1b. Implications evaluated	Aug.	Sep.	Completed (See narrative and Exhibit 1)
2. Establish articulation agreement with College of Engineering, UH	2a. Formal agreement completed	Oct.	Mar.	Completed. Agreement ready for signatures (Reference)
	2b. Agreement evaluated for appropriateness as model for use in UH System and with other 4-year institutions	Mar.	Sep.	Completed. Evaluated as planned. Two models established (U.H. System, private)
	2c. Develop strategy and schedule for future articulation	Apr.	Sep.	Will be developed Summer 1984 as planned.
3. Investigate development of system to track engineering transfer students	3a. Preliminary design completed	Oct.	Mar.	Completed (See narrative and Exhibit 3)
	3b. Design assessed for implementation potential and necessary data access agreements secured	Mar.	Sep.	Completed. Associate Dean of College of Engineering is agreeable to Honolulu Community College's proposed preliminary design.
	3c. Design assessed for potential to serve as model in other programs	Mar.	Sep.	Completed. Agreement reached with private colleges and community colleges.
4. Modify and pilot computer course	4a. Course modifications completed and micros identified and acquired	Oct.	Dec.	Completed as planned. See narrative report.
	4b. Course offered as pilot to LBART and pre-engineering students	Jan.	May	Completed. Course offered to potential transfer students in Spring Semester 1984.
	4c. Potential for course and other methods of promoting computer fluency assessed	May	Jun.	Completed. Course format is currently being revised to better promote computer fluency. Will be offered again Summer and Fall 1984.
5. Establish Statewide Advisory Committee	5a. Committee established and specific objectives identified	Oct.	Nov.	Completed. Committee was established and met regularly to provide specific input on Transfer Terminal specs and general input on all project components.
	5b. Committee meets regularly to review progress	ongoing		

SPECIFIC ACTIVITIES/ OBJECTIVES	PERFORMANCE EVALUATION MEASURES	START	END	STATUS
6. Develop capability to implement "Transfer Terminal"	6a. Procedures for collection of current, accurate transfer data developed and data collected	Nov.	Apr.	Completed. Program developer employed and, together with Steering Committee, visits 4-year colleges, meets with Advisory Committee, establishes agreements for data collection and collects specific, current and accurate data from two participating 4-year colleges.
	6b. Preliminary software specs developed	Nov.	Jun.	Completed by March 1. Modifications ongoing.
	6c. Activity assessed for potential to expand, to have multiple uses, to serve as model for the State	Apr.	Jun.	Completed as planned. See Narrative Report.
	6d. Phased implementation plan developed	Apr.	Jun.	Completed as planned. See Narrative Report.
7. Develop orientation for liberal arts students	7a. Course designed, proposed to and approved by College Curriculum Committee	Oct.	Jan.	Completed. Course designed/proposed/approved as experimental course. Permanent status will be pursued 1984-85.
	7b. Potential for course and other methods of assisting students clarify career directions assessed	Feb.	Jun.	Completed.

Transfer Decisions

Transfer Decisions has been developed by Career Counselor Ron Kaneshiro and the experimental course proposal has been approved for offering during Fall semester 1984. Development of specialized videotapes to be used in the course has begun and will be completed during the summer of 1984. Information about this course will be included in the registration packets that are sent to all new and continuing students. Depending upon student response, there will be selective targeting of minority students.

The permanent course proposal has been submitted to the College Curriculum Committee and will be reviewed by this body at the beginning of the Fall 1984 semester. A copy of the course proposal can be found in the exhibits.

Introduction to College Computer Study Skills

When Honolulu Community College began developing a plan for improving transfer opportunities for its students, advice from the leaders in the four-year professional schools was considered essential. One suggestion in particular forced HCC to identify an important deficiency in preparing students for professional training. After recognizing that successful transfer students would need basic computing skills, specific instructional proposals were solicited from faculty members as well as from community experts. The model that was finally selected focused on user skills as opposed to programming. The approved course proposal can be found in the exhibits.

During the Spring semester of 1984, the course was offered, and it has been deemed very successful as measured by student reaction, student completion rate (84%), student achievement, and student and faculty/staff demand for future offerings. (A profile of the students who enrolled in the course is in the exhibits.) The most widespread side benefit of the course seemed to be improvement in writing ability from the use of word processing. The course is scheduled to be offered again during the summer of 1984 for faculty and staff members and in the fall semester for students.

One student failed to return the computer and has been charged with a financial obligation to the College. The library is following its regular financial obligation procedures in an attempt to recover the equipment.

The Transfer Terminal

Higher education institutions in the State of Hawaii, like many other states, have a great deal of autonomy in program planning and modifications are a frequent occurrence. Currently, information concerning programmatic changes is processed manually and accurate information is frequently difficult to get since the source of information is not always known to the student.

The original concept of the **Transfer Terminal** was to provide a comprehensive, centralized data base by which students could obtain up-to-date transfer information about which of the courses they had taken or had planned to take would be accepted at a receiving college. However, after visiting the

various baccalaureate degree granting institutions in Hawaii and meeting with the Statewise Advisory Committee (a membership list is included in the exhibits), it became evident that the original concept needed to be expanded to:

1. Provide potential transfer students information as to which specific courses taken at Honolulu Community College would satisfy the particular program requirements for a specific degree at a selected four-year college in Hawaii.

2. Include related concerns such as information pertaining to admissions requirements, financial aid, philosophy of the college, student body profile, campus facilities, and contact persons for more in-depth information.

In response to these new requirements, program specification development has proceeded as follows:

1. The specifications and logical design by which transcript evaluation and graduation checks are processed for award of Honolulu Community College degrees and certificates as well as the pilot testing of the design for selected programs was completed by February 1, 1984.

2. A pre-engineering study was completed and current, accurate transfer data was collected and agreements were secured from two participating four-year institutions — Hawaii Pacific College (private) and the College of Engineering, University of Hawaii at Manoa (public). A cross-over program which relates Honolulu Community College courses to courses articulated with both institutions was developed and pilot tested by March 1, 1984. [Refer to sample printouts, pre-engineering study, and articulation agreements in exhibits.]

3. Modifications to the program specifications are now being made based on the results of pilot testing and further discussions with the Advisory Committee. Development of the program specifications to include related information for both participating institutions will occur over the summer.

The development of the **Transfer Terminal** is well ahead of schedule and, because of the phenomenal cooperation that has been extended at a Statewide level, has a enormous amount of potential to expand, to have multiple uses and to serve as a model. The **Transfer Terminal** can be installed as a stand-alone system (e.g., a microcomputer) or as part of college or systemwide networking system.

As a stand-alone system it has the advantage of being an inexpensive portable advising tool that can be used in small educational settings as well as in a wide variety of outreach activities, incuding the many that specifically target minority students. Many larger colleges may also opt to use it as a stand-alone system because of the time and cost involved in establishing a comprehensive recordkeeping system. A major advantage of using the **Transfer Terminal** as part of such a system, as Honolulu Community College intends to do, is the fact that it can be accessed without the time-consuming transcript data entry.

In either case, the **Transfer Terminal** will allow a potential transfer student to:

a. Determine potential transfer credits acceptable to any four-year institution for which articulation agreements exist.

b. Determine the "best mix" of his/her college's courses to be taken in order to make maximum progress toward a desired degree at any participating four-year college while still enrolled at his/her college.

Additionally, faculty and counselors will be better able to point out transfer opportunities to students who might not otherwise consider transfer as an option.

Student Tracking System

The conceptual design of the tracking system, as described in the grant proposal, has been completed and the State's four private colleges, the University of Hawaii Community Colleges, and the University of Hawaii at Manoa College of Engineering have agreed to participate. Formalized agreements will be made upon completion of written specifications.

ASSUMPTIONS:

1. Participating colleges each have a fully implemented automated student record system.

2. Participating colleges agree to provide specific information concerning transfer students' progress.

   Data elements requirements:

   Student identification number
   Student major at transfer institution
   Grade point average (cumulative and current)
   Courses and credits attempted/courses and credits completed by semester
   Grade for each course attempted each semester
   Ethnicity
   Degree(s) granted and major

3. Participating colleges agree to allocate a certain portion of its record space for use by the tracking college.

4. Participating colleges routinely update files containing immediately past semesters data and post information concerning tracking students to the space allocated in 3 above.

5. Participating colleges agree to give the tracking college access to the space allocated in 3 above as required by the tracking college.

TRACKING TERMINAL CONCEPTUAL DESIGN

Capabilities required:

1. By college, indicate how well students do in individual disciplines.

2. Identify strategies other than instruction which apparently contribute to successful or unsuccessful student progress.

3. Number of students completing baccalaureate degrees by:

   Program
   Ethnicity
   Length of time to complete degree
   Age
   Sex
   Remediation and other support services provided
   Place of birth
   Cumulative grade point average at time of award of degree

Additional databases which need to be developed and integrated with the current Honolulu Community College database in order that tracking system will have desired capabilities:

   On-line counseling including the Transfer Terminal
   Special events targeting transfer students
   On-line financial aids
   Student assessment data

THE DESIGN HAS BEEN ASSESSED FOR IMPLEMENTATION POTENTIAL AND THE NECESSARY DATA ACCESS AGREEMENTS HAVE BEEN SECURED.

Discussions of the conceptual design have resulted in verbal agreements with and favorable assessments by the following colleges:

   Brigham Young University-Hawaii
   Chaminade University
   Hawaii Loa College
   Hawaii Pacific College
   Kapiolani Community College
   Kauai Community College
   Leeward Community College
   Maui Community College
   University of Hawaii - Hilo
   University of Hawaii - Manoa (College of Engineering)
   West Oahu College

Formal written agreements await completion of actual design.

THE CONCEPTUAL DESIGN HAS BEEN ASSESSED ITS POTENTIAL TO SERVE AS A MODEL FOR OTHER PROGRAMS.

The extension of the design to other colleges was a major consideration underlying the conceptual design. The conceptual design was developed through discussions with HCC's Advisory Committee and other University of Hawaii representatives. All colleges agreed that a major problem in assessment of the effectiveness of the community college transfer program was the absence of cost-effective, non labor intensive information which could be retrieved easily to indicate the success or failure of students after transfer. The conceptual model is being designed to enable any college in the State of Hawaii to "track" any student going on to another institution of higher education.

Question 3 — What changes in program, resource allocation and staff have you made which were not part of the original proposal?

There have been no changes from the original proposal in the areas of program or staff. Recently, the College requested a budget revision that would transfer anticipated unexpended funds from the personnel and travel categories to the category of equipment. A copy of that request is included in the exhibits. The following budget status report reflects the total expenditures projected through June 30, 1984. The College's cost sharing is also reflected.

	Awarded	Expenditures to 6/30/84	Balance
Personnel/ Fringe	$15,646.00	$15,610.00	$ 36.00
Travel	486.00	485.59	.41
Equipment	8,805.00	8,802.99	2.01
Other	63.00	100.60	(37.60)
Total	$25,000.00	$24,999.18	$ .82
Cost Sharing		$ 5,279.38*	

*Includes luncheons, travel, supplies and equipment.
Does not include anticipated summer expenditures by the College for the microcomputer lab which are estimated at $7,000.

Question 4 -- How are you planning to institutionalize the changes and progress you have made to date?

The College has plans to institutionalize each of the four major components. These plans, as well as our assessment of each component's potential to serve as a regional and/or national model, are listed below.

Transfer Decisions

This course will be fully institutionalized by the end of the grant period. Ford Foundation funding was necessary for developmental costs but will not be required for its implementation.

On its own, **Transfer Decisions** does not have the potential to serve as a regional or national model. Although it appears to be the only course of its kind in the State of Hawaii, there are similar courses being developed or already available in other states. The course will, however, have a valuable function in the further development of the **Transfer Terminal** and the **Tracking System**, both of which have great potential to serve as models. Students enrolled in the course will pilot test the **Transfer Terminal** and will also be one of the groups targeted for tracking.

Introduction to College Computer Study Skills

The College is prepared to fully institutionalize the computer course. Since the original take-home format presented some problems in identifying and correcting student difficulties and misunderstandings, an on-campus microcomputer lab must be established. To that end, the campus is in the process of purchasing additional equipment. Funds are available to equip the lab except for 13 color monitors. A separate request has been submitted to the Ford Foundation to reallocate Ford funds for the purpose of acquiring the required monitors. Once the tracking system is developed, students who have completed the computer course will be tracked in an attempt to determine the role of the course in transfer success.

The Transfer Terminal

Institutionalization of the transfer terminal will require additional funds for programming services and equipment.

The prototype programs for the transfer terminal were based on articulation agreements with one college in the University of Hawaii System and one private college. During the Summer of 1984 a schedule for developing the remaining articulation agreements and related cross-over programs required to computerize the transfer information for each college will be developed.

It is expected that the transfer terminal has the potential to serve as a regional or national model for computerizing articulation and student transfer information. Such a tool can literally put transfer opportunities at a student's or counselor's fingertips.

Student Tracking System

Further development and institutionalization of the tracking system will require additional funds for programming services and equipment. Once the system is fully developed, it will be automatically institutionalized.

The College plans to develop a scheme for identifying potential transfer students and additional transfer support mechanisms which will increase transfer rates and transfer success, particularly for minority students. (Immigrant student enrollment trends can be found in Exhibit 3. No decrease in immigrant enrollment is anticipated.)

Other Plans

In addition to institutionalizing and further developing the courses in computer skills and transfer decisions, the College intends to identify and develop additional support mechanisms designed to improve transfer opportunities and success ratesfor potential transfer students. The ASCENT Steering Committee is considering suggestions for establishing a transfer support team, providing needed training for faculty members who teach transfer students, improving instruction in a way that will enhance transfer success, and trageting minority students as the primary beneficiaries of the improved transfer programs.

Exhibits

1. Pre-Engineering Study
2a. College of Engineering Articulation Agreement
2b. Hawaii Pacific College Articulation Agreement
3. Immigrant Students
4a. Introduction to College Computer Study Skills Course Proposal
4b. Profile of Students in Computer Course
4c. Student Evaluation Checklist, Computer Course
5. Statewide Advisory Committee Membership List
6. Transfer Terminal Sample Printouts
7a. Transfer Decisions Course Proposal
7b. Budget Revision Request
8. Sample Memoranda and Publicity
9. Chronology of Events

ASCENT PRE-ENGINEERING STUDY, HONOLULU COMMUNITY COLLEGE

NOTE: Prior to 1983-84, HCC had developed curriculum to support the first year of the 4-year engineering program at the University of Hawaii at Manoa.

A study of pre-engineering training needs was conducted during 1983-1984. The study involved a review of engineering requirements at the University of Hawaii at Manoa and resources required to offer courses. Meetings were held with the Chancellor for Community Colleges, the Provost of the other community colleges which offers pre-engineering, and the Associate Dean of the College of Engineering. The following determinations were made:

Determined student interest in transferring to UH College of Engineering. Sixty current HCC students expressed interest .

Determined that neither LCC nor the College of Engineering objected to the expansion of pre-engineering offerings at HCC. Both LCC and College of Engineering have determined that the interest and need are sufficient to support both programs.

Determined general requirements for second year engineering courses, including facilities, equipment, supplies, and staffing qualifications. CE 270, PHYS 272, 272L, and 274 can be offered without additional resources. Other coures have been prioritized in terms of how easily the College can implement them. Courses which require more resources or which require additional staffing have lower priority.

Results: During 1983-84, PLATO computer-based instruction in FORTRAN and Physics was established for pre-engineering students. The following course proposals have been developed and have been approved by the Division Curriculum Committee: CE 270, PHYS 272, 272L, and 274. The courses were approved by the College Curriculum Committee, the Dean of Instruction, and the Provost during April and May of 1984. In addition, an experimental civil engineering course will be offered during Fall 1984.

Projections: A plan for initiating additional second year engineering courses, as resources permit, will be developed.

Exhibit 2a

UNIVERSITY OF HAWAII

Office of the Chancellor for Community Colleges

MEMORANDUM May 22, 1984

TO: Pete Kessinger

SUBJECT: Honolulu Community College Engineering Articulation Agreement

Mike tells me that you need something for your Ford Foundation report on the status of your articulation efforts with UHM College of Engineering. I believe you may regard the articulation as having been completed, although an agreement has not been signed formally. I have discussed the areas that concerned me with Reg Young at Engineering and am satisfied that there are no further issues to be resolved between HCC and Engineering. There are, however, a few adjustments to be made in your draft to incorporate pre-existing articulation arrangements with Manoa. Also, as you know, Joyce wants to meet with you and Mel to discuss the future of your programs and make certain there is no conflict. Following that meeting, we will be adding Leeward to the agreement. For your report, I would say the following (but you can modify it as necessary to fit into the flow of the report):

"Honolulu Community College has held a series of discussions with the College of Engineering at UH Manoa, resulting in an articulation agreement covering the transfer of students from HCC into the College of Engineering and including credit for engineering courses taught at HCC. A written draft of the agreement has been submitted to the Chancellor's Office, which has asked that it be expanded to include Leeward Community College's pre-engineering program which has been operating under a similar informal agreement for several years. The Chancellor's Office is taking the lead in merging the two agreements, formalizing them, and arranging for appropriate administrative signatures."

Hope this helps. Call me if it doesn't.

Barbara B. Polk
Program Analyst

MAY 1984

BP:gc

cc: Joyce Tsunoda

WORKING DRAFT

ARTICULATION AGREEMENT BETWEEN COLLEGE OF ENGINEERING AND HONOLULU COMMUNITY COLLEGE

I. Admission of Transfer Students from Honolulu Community College to the University of Hawaii at Manoa (1983-85 General Information Bulletin, University of Hawaii at Manoa, page 17):

A. Candidates who have earned at least 24 hours of work in courses comparable to University of Hawaii at Manoa offerings must submit an application, an official and final transcript from Honolulu Community College and official transcripts from each post-secondary institution previously attended.

B. Candidates who have earned fewer than 24 acceptable credits must submit high school transcripts and official SAT or ACT scores along with official transcripts from all post-secondary institutions previously attended.

C. The transfer candidate is expected to present a satisfactory academic record in courses comparable to University of Hawaii at Manoa offerings.

II. Admission of Transfer Students from Honolulu Community College to the College of Engineering (1983-85 General Information Bulletin. University of Hawaii at Manoa, page 157):

A. Candidates must meet general transfer admission requirements for the University of Hawaii at Manoa as listed in IA.-IB. above.

B. Candidates must meet College of Engineering deadlines as listed in the General Information Bulletin for submitting applications, including official transcripts.

C. Candidates must have at least a 2.5 overall grade-point ratio.

D. Candidates must have completed:

English 100
Math 205, 206
Chemistry 171, 171L
Physics 170, 170L
or their equivalents

with grades of B or better. Courses completed with a grade of C will be considered on an individual basis.

III. Honolulu Community College Courses satisfying General College of Engineering Requirements:

Honolulu Community College	College of Engineering
Communications (3 credits required)	
English 100 (3)	English 100 (3)
Speech 151 (3)	Speech 151 (3)
Humanities (English Literature) (3 credits required)	
English 250 (3)	English 250 (3)
English 251 (3)	English 251 (3)
English 252 (3)	English 252 (3)
English 253 (3)	English 253 (3)
English 254 (3)	English 254 (3)
English 255 (3)	English 255 (3)
English 256 (3)	English 256 (3)
English 257 (3)	English 257 (3)
Humanities (Electives) (6 credits required) 1 course must be from Group II or III	
Group I:	
English 250-257 (3)	English 250-257 (3)
Drama 101 (3)	Drama 101 (3)
Group II:	
Philosophy 100 (3)	Philosophy 100 (3)
Philosophy 101 (3)	Philosophy 101 (3)
Philosophy 102 (3)	Philosophy 102 (3)
Philosophy 200 (3)	Philosophy 200 (3)
Philosophy 201 (3)	Philosophy 201 (3)
Religion 150 (3)	Religion 150 (3)
Religion 151 (3)	Religion 151 (3)
Group III:	
American Studies 201 (3)	American Studies 201 (3)
American Studies 202 (3)	American Studies 202 (3)
Art 101 (3)	Art 101 (3)
History 241 (3)	History 241 (3)
History 242 (3)	History 242 (3)
History 281 (3)	History 281 (3)
History 282 (3)	History 282 (3)
Linguistics 102 (3)	Linguistics 102 (3)
Music 106 (3)	Music 106 (3)
Music 108 (3)	Music 108 (3)

Honolulu Community College	College of Engineering

Social Sciences (Economics)
(3 credits required)

Economics 120 (3)	Economics 120 (3)
Economics 150 (3)	Economics 150 (3)
Economics 151 (3)	Economics 151 (3)

Social Sciences (Electives)
(6 credits required)
Not more than 1 course may be taken from Group II

Group I:

American Studies 211 (3)	American Studies 211 (3)
American Studies 212 (3)	American Studies 212 (3)
Anthropology 150 (3)	Anthropology 150 (3)
Anthropology 200 (3)	Anthropology 200 (3)
Botany 105 (3)	Botany 105 (3)
Psychology 100 (3)	Psychology 100 (3)
Psychology 170 (3)	Psychology 170 (3)
Psychology 220 (3)	Psychology 220 (3)
Sociology 100 (3)	Sociology 100 (3)
Sociology 214 (3)	Sociology 214 (3)
Sociology 218 (3)	Sociology 218 (3)
Sociology 231 (3)	Sociology 231 (3)
Sociology 251 (3)	Sociology 251 (3)

Group II:

Geography 102 (3)	Geography 102 (3)
Geography 151 (3)	Geography 151 (3)
Political Science 110 (3)	Political Science 110 (3)
Political Science 245 (3)	Political Science 245 (3)
Political Science 271 (3)	Political Science 271 (3)

World Civilizations
(6 credits required)

History 151 (3)	History 151 (3)
History 152 (3)	History 152 (3)

Quantitative and Logical Reasoning
(12 credits required)

Mathematics 205 (4)*	Mathematics 205 (3)
Mathematics 206 (4)*	Mathematics 206 (3)
Mathematics 231 (4)*	Mathematics 231 (3)
Mathematics 232 (4)*	Mathematics 232 (3)

*Only 3 of the 4 credits may be applied to College of Engineering degrees.

Honolulu Community College	College of Engineering
Natural Sciences (14 credits required)	
Chemistry 171 (4)	Chemistry 171 (4)
Chemistry 171L (1)	Chemistry 171L (1)
Physics 170 (4)	Physics 170 (4)
Physics 170L (1)	Physics 170L (1)

IV. Honolulu Community College Courses satisfying College of Engineering Degree Requirements:

Bachelor of Science in Civil Engineering	
Electrical Engineering 151F (3)	Electrical Engineering 151F (3)
Mechanical Engineering 113 (3)	Mechanical Engineering 113 (3)
Bachelor of Science in Electrical Engineering	
Electrical Engineering 120 (3)	Electrical Engineering 120 (3)
Electrical Engineering 150 (3)	Electrical Engineering 150 (3)
Bachelor of Science in Mechanical Engineering	
Electrical Engineering 151F (3)	Electrical Engineering 151F (3)
Mechanical Engineering 113 (3)	Mechanical Engineering 113 (3)

V. Acceptance by the College of Engineering of Other Honolulu Community College Courses:

A. The College of Engineering requires students to have basic drafting skills prior to entering its Civil Engineering Program (and recommends that students have basic drafting skills prior to entering its Mechanical Engineering Program). The College of Engineering will accept completion of IEDDD 101 at Honolulu Community College as evidence of meeting this requirement. Credit received for this course will not be included in the total credits required for the degree.

B. Courses currently being developed or courses projected to be developed at Honolulu Community College which are directly equivalent to courses satisfying general and/or degree requirements at the College of Engineering will be accepted by the College of Engineering. Such acceptance will not require formal updating or revision to this agreement.

VI. College of Engineering Graduation Requirements for Honolulu Community College Transfer Students:

A. Graduation requirements are based on the College of Engineering program requirements listed in the University of Hawaii at Manoa General Information Bulletin.

B. Honolulu Community College students transferring to the College of Engineering have the option of satisfying the requirements specified in the catalog of the year he/she registers intent to transfer to the College of Engineering with appropriate Honolulu Community College and College of Engineering personnel in addition to the option(s) currently offered by the College of Engineering.

VII. Updating/Revising this Agreement:

A. Honolulu Community College will review this agreement at least annually to determine if revision is necessary based on the following circumstances:

1. Changes in the College of Engineering's admissions requirements
2. Changes/additions/deletions in the College of Engineering's curriculum
3. Changes/additions/deletions in Honolulu Community College's curriculum

B. Both the College of Engineering and Honolulu Community College can initiate a request to update/revise this agreement.

VIII. Disputes

Disputes will be resolved by the Chancellor for the Community Colleges and the Chancellor for the University of Hawaii at Manoa.

IX. Approval

_____	_____
For College of Engineering	For University of Hawaii at Manoa
_____	_____
For Honolulu Community College	For Community Colleges

X. Contact Persons

_____, College of Engineering

_____, Honolulu Community College

Exhibit 2b

HAWAII PACIFIC COLLEGE/
HONOLULU COMMUNITY COLLEGE

PROGRAM ARTICULATION

Presentation
November 7, 1983
Hawaii Pacific College

BEST COPY AVAILABLE

PREFACE

This document is intended to serve as a source of information about academic programs and fundamental academic policies and practices at Hawaii Pacific College--especially as they impinge on HPC/HCC program articulation. As a prologue to studying this document, the reader should be clear about three guiding principles involved in academic credit award determinations for transfer students to HPC: (1) a concern for academic integrity, quality, standards; (2) a concern for the academic and curricular objectives of the institution from which credits may be transferred as well as those of HPC; (3) an orientation towards flexibility, towards appreciating the academic and career needs of each individual transfer student through one-on-one academic and career counseling.

The centralization of ultimate academic credit determinations in the office of the Academic Dean, and the availability of the General Petition as a medium for eliciting the Dean's personal attention, constitute the principal means of ensuring flexibility. Academic counselors from other Hawaii postsecondary institutions, as well as students enrolled at such institutions and considering transferring to Hawaii Pacific College, should not hesitate to contact the Academic Dean of HPC at any time he can be of service. His direct number is 544-0213.

BEST COPY AVAILABLE

I. HAWAII PACIFIC COLLEGE:

AN INTRODUCTION

Dimensions. Hawaii Pacific College, a four-year college accredited by the Western Association of Schools and Colleges, received a five-year reaccreditation in spring of 1983. The College is in its nineteenth year of operation, and has, in the past five years, tripled in size: with respect to physical facilities, curriculum, faculty, staff, and student enrollment. Presently the College maintains campus-facilities in three buildings in the heart of the business district of Downtown Honolulu: three suites in the GASCO (PRI) Building at 1060 Bishop Street; two suites in the Hawaiian Airlines Building at 1164 Bishop Street; and the newly rennovated, refurbished Hawaii Pacific College Building at 1166 Fort Street on the Mall. The College has an administrative and service staff of 60, a faculty of more than 120, and a student enrollment exceeding 3100, 1600 of whom attend at the Downtown Campus, and approximately 1500 at various satellite campuses on military installations throughout Honolulu.

Ethos. Hawaii Pacific College has a definite philosophy which functions to orient its mission: Its philosophy or ethos is tied to the free enterprise system: It extols the importance of appreciating the vast opportunity, regarding both education and career, provided to the individual in the United States; it advocates initiative, responsibility, healthy competition, pride in oneself and one's accomplishments, good citizenship, and community involvement and service. We at HPC conceive our mission to be the facilitation of people from all walks of life to live useful, productive, meaningful and personally satisfying lives: (1) by preparing them for careers that are productive, challenging, personally rewarding, and socially meaningful; (2) by instilling in them an appreciation for American Constitutional government and the importance of good citizenship and community service; and (3) by inculcating in them the virtues of responsibility (for one's own actions, and for the needs of colleagues and the community), initiative, pride, and continuous personal growth.

Career Orientation. Thus HPC is an institution that prepares its students for the real world: the world of productive work, community life, and personal and professional maturation. HPC has a full staff of highly trained and experienced professional counsellors in all areas who administer the College's Comprehensive Coordinated Counselling Program. As part of that effort, academic advisors, career counselors, and placement specialists work together closely in order to develop policies and programs that most

BEST COPY AVAILABLE

benefit the HPC student. We have a fully-articulated four-year Cooperative Education Program through which student-participants receive close supervision by career counselors while earning salaries and academic credit. Many internships--in travel, banking, personnel management, marketing, computer programming, accounting, and public administration--are arranged each semester for HPC students; frequently, these internships lead to full-time career positions upon graduation.

II. ACADEMIC PROGRAMS

General. Hawaii Pacific College offers the baccalaureate degree in twelve areas. The B.A. is available in six liberal arts concentrations: Social Sciences, American Studies, English, Teaching English as a Second Language, Humanities, and the Individualized Concentration. (This last provides the Academic Dean and other academic advisors to develop for a student a concentration that cuts across the lines that separate the five formal concentrations from one another.) The B.S. degree is available in Business Administration. It may be earned without a concentration, or with any one or more of the following concentrations: Economics, Accounting, Travel Industry Management, Computer Information Systems, and Management. Finally, HPC offers a Pre-Law Certificate Program: Upon completion of either the B.A. in Social Sciences or the B.S. in Business Administration, as well as the completion of a specific set of pre-law courses and other requirements (including an internship), a student receives a Pre-Law Certificate as well as the appropriate baccalaureate diploma.

Features. HPC's most rapidly growing concentration is, at present, the Computer Information Systems degree program. At the Downtown Campus alone nearly 500 students are presently enrolled in hands-on computer courses, and the College is offering this fall, on all campuses combined, more than thirty classes in Computer Information Systems. The CIS faculty is made up of computer programmers, systems analysts, and experts in management information systems, holding key positions in businesses located in Downtown Honolulu--as well as career faculty members with years of academic experience. A large, modern Computer Center is located in the Hawaii Pacific College Building on the Fort Street Mall; it is continously staffed by a full contingent of professional computer aides trained to assist students with the most sophisticated programming problems.

Hawaii Pacific College's Travel Industry Management (TIM) Program, directed by Dr. Edward M. Barnet, founding Dean of the University of Hawaii School of Travel Industry Management, has also grown considerably in the past two years. The purpose of

BEST COPY AVAILABLE

the TIM Program is to prepare individuals for management positions in the travel industry. Towards this end, the program is designed to bring together in an ongoing fashion the three components that best familiarize pre-professionals with a profession: the academic, the practical, and the sociable. TIM courses and seminars are taught by leading academicians and practitioners in the field, under the direct supervision of Dr. Barnet; a minimum of 750 hours of paid work experience is required of TIM students in travel-related positions; and through membership in the TIM Club, students are provided with scores of opportunities to socialize with prominent practitioners in Honolulu's travel industry.

Hawaii Pacific College has upgraded its Accounting' Program and expanded offerings in this field. The College is offering some 20 accounting courses this faill, and will increase that number in spring. Mr. Kerry Cloward, who holds an M.B.A. and C.P.A. and has served previously as the College's Placement Director, is the Chairperson of the Accounting Division of the College, and personally supervises a faculty made up of prominent accountants in the Honolulu business community, all of them Certified Public Accountants, many of them partners or sole proprietors of leading firms. In fall of 1984 HPC will launch a fully-developed major in Accounting, as well as a CPA-preparation curriculum.

In Preparation. Hawaii Pacific College is presently preparing to expand its academic program in various ways. A new concentration in the B.S. in Business Administration program--to be initiated in the next semester or two--is "Entrepreneurial Studies." A second concentration--either in the B.S. in Business Administration program, or the B.A. in Liberal Arts program--is "Intercultural Studies," focusing on either crosscultural communication or international business and commerce (or both). A new B.S. degree program in Computer Science will be launched on the military bases in spring 1984. This degree program will be separate from the Business Administration degree program and will provide the student with comprehensive preparation in programming, systems analysis, and the management of information systems. (On the Downtown Campus HPC will retain its already strong Computer Information Systems concentration--part of the B.S. in Business Administration degree program.) Majors or concentrations in Political Science, Psychology, Guidance and Counseling, Marketing, and Finance, are also in the planning stages. Again, the Accounting concentration is in the process of being upgraded and expanded into a full major. Finally, the faculty and staff of the College are at work planning a thoroughly professional M.B.A. program--one oriented towards the practical needs of professionals in the community, and of the highest academic integrity and quality. The launching of this graduate degree program may take place as early as the spring 1985 semester.

BEST COPY AVAILABLE

General Education Requirements. All baccalaureate degree programs at Hawaii Pacific College require the completion of the same General Education Requirements: 39 semester hours of liberal arts and fundamental skills courses. General Education Requirements at HPC are substantially the same as those at most American colleges and universities; transfer of credit for general education courses taken at other postsecondary institutions is effectuated flexibly, immediately on receipt of official transcripts from the institutions in question. Exhibit (A), p. 5, diagrams the General Education Requirements sequence at HPC.

Bachelor of Arts Degree. The B.A. degree program requires completion of at least 120 semester hours of coursework, including 39 in the area of General Education Requirements; 15 in the Liberal Arts Upper-Division Core area; generally, 36 in other upper-division courses related to the concentration; and 30 which are "unrestricted electives." Exhibit (B) diagrams the various Liberal Arts programs (see pp. 6-11).

Bachelor of Science Degree. The B.S. in Business Administration degree program requires completion of at least 120 semester hour of coursework, including 39 in the area of General Education Requirements; 21 in Business Administration lower-division required courses; 30 in Business Administration upper-division "core" courses; 18 in upper-division courses relevant to the specific concentration; and the remaining 12 as "unrestricted electives." Exhibit (C) diagrams the various various Business Administration programs (see p. 12).

Cooperative Education. A student pursuing either the B.S. or B.A. degree may make use of up to 12 semester hours of credit earned in Cooperative Education or similar courses--taken at HPC or at any other accredited postsecondary institution. Some these credits may be upper-division and count toward requirements for the completion of a specific concentration.

BEST COPY AVAILABLE

III. FACULTY

Hawaii Pacific College has a career faculty of 35 and an adjunct faculty of more than 80 instructors. The career faculty "chair" the different disciplines and programs at HPC, supervising junior faculty and adjunct instructors. The career faculty is composed of highly educated and experienced academics, and a number of individuals who, as well, have gained appreciable practical experience in business and the professions. Because of HPC's emphasis on career preparation and the practical side of education, individuals who are capable of tying together theory (as presented in standard texts and traditional curricula) with real-life experiences are preferred as faculty members--both career and adjunct. Among the many prominent individuals serving as Hawaii Pacific College career faculty are:

Dr. David Ashby, Ph.D., University of Oregon, and presently Associate Professor of Economics at Hawaii Pacific College. Dr. Ashby coordinates the College's business economics program, and serves as a key academic advisor to Business Administration students.

Dr. Edward M. Barnet, Ph.D., Columbia, M.B.A., Harvard, is professor of Travel Industry Management at HPC and Director of the College's Travel Industry Management Program. Dr. Barnet is the founding Dean of the University of Hawaii School of Travel Industry Management, and the most prominent academician in the field of travel industry management in the Western U.S. and the Pacific Basin.

Dr. Daniel D. Binkley, Ph.D., University of Colorado, serves as Associate Professor of History and Humanities at Hawaii Pacific College. Dr. Binkley is the coordinator of the College's history and humanities programs, and a key academic advisor to Liberal Arts students.

Dr. Helen G. Chapin, Ph.D., the Ohio State University, is professor of English at HPC, and Dean for Special Programs. Dr. Chapin has published a number of articles in scholarly journals, including Explorations in Ethnic Studies, and the Hawaiian Journal of History (on whose Board she sits).

Dr. Wilbert Hindman, Ph.D., University of Michigan, is Professor of Management at HPC, and Dean Emeritus. He has published a number of papers in both traditional and interdisciplinary journals, and was formerly Chairman of the University of Southern California Graduate Department of Management.

BEST COPY AVA

BEST COPY AVAILABLE

Dr. Everett Kleinjans, Ph.D., University of Michigan, is Professor of Humanities at Hawaii Pacific College. He has served as Chancellor, later President, of the East-West Center, and in a variety of other administrative positions in postsecondary institutions in the U.S. and the Orient. Dr. Kleinjans has a bibliography of dozens of publications in the fields of linquistics, education, intercultural communication, and administration, and is an active member of a number ofp rofessional organizations.

Dr. Judith Williams, Ph.D., University of Hawaii, is Assistant Professor of Mathematics and Scinece at Hawaii Pacific College, and coordinator of the College's programs in those disciplines. She has been active in upgrading and syztematizing the College's mathematics and management science curricula, and coordinating Faculty Forum, the College's program of seminars delivered by faculty engaged in research projects. Dr. Williams has been the administrator/recipient of a number of research grants and has published her findings in professional journals.

HPC draws its adjunct faculty largely from the world of work: especially in its Business Administration program are leading practitioners and professionals invited to participate as adjunct instructors--an invitation they generally accept because of HPC's close relationship with the Downtown business community. The College's adjunct faculty include, as well, prominent scholars and academics. Among these individuals are:

Mr. Allen Arakaki, C.P.A., President of Allen Arakaki, Inc., serves as Special Adjunct Assistant Professor of Accounting. He has been a mainstay of the Accounting staff, designing curricula in "Computer Applications to Accounting," "Travel Industry Controls," and other specialties. He serves, as well, on the College's TIM Advisory Council and its Cooperative Education Advisory Committee.

Mr. Daniel Canedo, M.B.A., University of Southern California, serves as Adjunct Instructor in Finance and Marketing. Mr. Canedo is Vice-President of Theo H. Davies & Co., and is a specialist in international marketing.

Mr. Glen H. S. Chong, C.P.A., Internal Audit Supervisor with Interstate Bank, serves as Adjunct Instructor of Accounting at Hawaii Pacific College. Mr. Chong has taught both Elementary and Intermediate Accounting at the College.

BEST COPY AVAILABLE

Mr. Larry Chang, M.B.A., C.P.A., Vice-President, Halekulani, Inc., teaches both Accounting and Business Policy at Hawaii Pacific College. Mr. Chang will join the College's TIM Advisory Council in the near future, and will teach in the TIM Program as well as the Business Policy area.

Dr. Arnold Feldman, Ph.D., Syracuse University, teaches Physical Science as an Adjunct Instructor. Dr. Feldman is a researcher at the Cancer Center of Hawaii, and has published a number of articles in his area of specialty in learned journals. He has, moreover, been the recipient and administrator of a total of 15 different federal, state, and private foundation grants.

Mr. Lawrence K. Fukunaga, M.A., University of Hawaii, teaches "Geography of Hawaii," as well as courses in the Travel Industry Management area. Mr. Fukunaga is an urban and architectural planner, with more than ten years experience in the field.

Mr. George R. Jongeward, graduate of Whitworth College, is a Systems Analyst at Computer Systems International; he has been a professional computer programmer or analyst for more than ten years. At HPC he teaches in the Computer Information Systems program.

Mr. Dennis Kawaharada, Ph.D. candidate at the University of Washington, teaches both "English Composition" and "Creative Writing" at HPC as an Adjunct Instructor.

Ms. Young-Shin Kubota, Ph.D. candidate in Japanese from the University of Hawaii, teaches Japanese and "Introduction to Japanese Culture and Society" at Hawaii Pacific College; she is in her third year at the College.

Dr. Werner Levi, Ph.D., University of Minnesota, teaches Political Science seminars at Hawaii Pacific College as a Special Adjunct Professor. He is one of the world's foremost authorities in the field of International Relations, and has published literally hundreds of articles, papers, monographs, and books in the field.

Mr. David Lo, J.D., McGeorge School of Law, has been an Adjunct Instructor of Business Law at Hawaii Pacific College for five years now.

Mr. William M. Pumphrey, who holds graduate degrees both in Journalism and Management, teaches both Marketing and Computer Information Systems courses at HPC. He holds copyrights to a number of programs.

BEST COPY AVAILABLE

Mr. George H. Tanabe, M.A., Central Michigan University, is a Systems Analyst with the Naval Data Automation Facility, and teaches Computer Information System courses at HPC as an Adjunct Instructor.

Ms. Aloha Windsor, M.A., University of Hawaii, serves as a Special Adjunct Instructor in English; because of her special training in French, both in the U.S. and abroad, she also teaches French at Hawaii Pacific College.

Ms. Louise Yamamoto, holder of two master's degrees from the University of Hawaii and perennial nominee for Teacher-of-the-Year Award at KCC, teaches English and Humanities as an Adjunct Instructor at Hawaii Pacific College.

IV. ACADEMIC ADVISING

Academic advising is done, at Hawaii Pacific College, by all career faculty members, and by the Academic Dean's staff. On the military installations where HPC courses are offered, coordinators of respective programs do the day-to-day academic advising. All such advising is centralized in the Dean's office, and the Academic Dean has the ultimate authority for making all academic determinations. Prospective students who have never attended college before are advised, as well, by the Admissions Director and his staff. Transfer students--or prospective transfer students--are advised by the Dean's staff or by the Dean himself; they are given unofficial evaluations of the work completed at other institutions if they have not had official transcripts send in advance; if they have had official documents forwarded to the College, official evaluations of work completed, and credit award determinations, may be made immediately. In making transfer-credit determinations, evaluation forms are used by all academic advisors; these are kept current as advisees complete courses toward their degree objectives, or earn credits in other ways (e.g., CLEP exams). Exhibit (D) is a sample evaluation form for the B.S. in Business Administration degree; Exhibit (E) is sample evaluation form for the B.A. in Social Sciences degree. (See pp. 17 and 18, respectively.)

BEST COPY AVAILABLE

V. HPC/HCC PROGRAM ARTICULATION

Introduction. Honolulu Community College has a number of degree and certificate programs which can be articulated with HPC programs flexibly and meaningfully, to the fullest benefit of the students concerned. HPC would like to facilitate the planning process for prospective students by providing full counseling services to each student considering a transfer to HPC upon completion of an HCC Associate's degree or Certificate program. HPC would be happy to provide such counseling services at HCC itself, at HPC, or at both sites. HPC invites HCC counselors and students to make regular contact with HPC academic advisors--and as much as possible with the Academic Dean directly, whose office handles the articulation of academic programs between HPC and other postsecondary institutions, and who works personally, one-on-one, with transfer students and prospective transfer students from other Hawaii postsecondary institutions. The transfer-of-credit and credit-equivalency determinations are made under guidelines established by the Western Association of Schools and Colleges and the American Council on Education. Again, flexibility and personalized counseling, in addition, guide this process at HPC.

Transfer-of-Credit: General. In general, all courses offered at HCC which are numbered 100 or above are transferable to Hawaii Pacific, providing a grade of C or above (or CR) was earned by the student seeking transfer credit. Though every such course is transferable, at some point in the process an HCC student may have "used up" all "unrestricted electives" and General Education Requirements that form part of HPC's degree program. Thus, though "transferring" 60 semester hours, he or she may still require another 63 or 66 to complete the HPC B.A. or B.S. degree. Transfer of credit is flexible: For example, to satisfy HPC's "Physical Science" requirement, any of the following HCC courses may be transferred: ASTRO 110, CHEM 100, CHEM 151, CHEM 171, GEOG 101, GG 101B, IEDET 101, IEDET 103, OCEAN 201, OCEAN 230, PHYS 100, PHYS 151, PHYS 170, and SCI 122.

BEST COPY AVAILABLE

Couses Numbered Below 100. On a course-by-course basis, the Academic Dean will consider the transferability of courses numbered below 100. Vocational courses (with the exception of Cooperative Education and the like) are generally not transferable. The following are examples of courses or combinations of courses numbered below 100 which may be transferred into HPC degree programs:

1. If any two courses (not in the same discipline) listed below are taken at HCC, the combination would substitute for HPC's SOC 100: ANTH 20, GEOG 22, POLSC 24, PSY 54, PSY 69, SOC 22, SSCI 40, SSCI 41, SSCI 42.

2. If any two courses (not in the same discipline) listed below are taken at HCC, the combination would substitute for HPC's HUM 100: ART 30, ART 60, CMART 32, CMART 40, CMART 50, DRAMA 20, HAWNA 24, HUM 20, HUM 37, JPNSE 24, REL 20.

3. All Cooperative Education course credits would transfer up to a maximum of 12 semester hours, whether numbered 93 or 193. In addition, such practicum courses as ED 50, 51, 57, and 91, would count as Cooperative Education.

4. BUS 20 or MGT 20 would count as HPC's MGMT 100, providing the HCC student has completed a certificate or degree program at HCC in a business-related field.

Finally, HPC requires incoming students, whether transfer students or individuals first commencing a college education, to take English and mathematics placement tests to determine if remedial or developmental courses would be appropriate. HCC students who have completed, at HCC, sub-100 courses matching HPC's ENG 95, ENG 97, or MATH 99, would not have to take those exams, but would receive sub-100 level "credit" (for ENG 21, ENG 22, and MATH 27, respectively). Of course, in some cases academic advisors might urge students to take the placement exams anyway.

Transfer-of-Credit: Specific. To illustrate the process of program articulation, we would like to focus on certain HCC Associate degree programs, and indicate the way in which they can lead directly to an HPC baccalaureate degree:

BEST COPY AVAILABLE

1. Associate in Arts, at HCC.

Every course taken at the 100 level or higher at HCC as part of the A.A. degree program--for which a grade of C or better was earned--may be transferred into the HPC B.A. in Liberal ARts program (concentrations in: American Studies, English, Humanities, Social Sciences, and Teaching English as a Second Language). The transfer student from HCC who has completed the A.A. degree may petition to have the A.A. degree count as satisfying all HPC General Education Requirements; he or she may petition, in addition, to have courses in which the grade of D was earned transfer as well. The Academic Dean will look favorably upon such petitions in the case of transfer students who seem particularly promising academically.

2. A.S. in Business at HCC.

As described on pp. 59-60 of the 1983-84 HCC catalogue, the A.S. degree program in Business includes up to 16 semester hours of credit that may be transferred into the HPC B.S. in Business Administration degree program: 4 credits in Cooperative Education, 3 for BUS 20, and 9 in General Education courses (providing these are at the 100 level or above, or in combinations noted on p. 20 of this pamphlet). If the student has substituted 100-level courses in math and English for the sub-100 ones listed on pp. 59 and 60 of the HCC catalogue, then up to 22 semester hours of credit may be transferred into the HPC B.S. program.

3. A.S. in Fashion Design and Merchandising at HCC.

As described on pp. 68-69 of the 1983-84 HCC catalogue, the A.S. degree program in FDM includes up to 33 semester hours of credit that may be transferred into the HPC B.S. in Business Administration program: four 3-credit TxCl courses (TxCl 111, 113, 215, 237, 216), which would count as HPC "unrestricted electives"; 15 semester hours of General Education Requirements courses which, if taken at the 100 level or higher, would count toward HPC General Education Requirements; and 6 credits of electives which, if taken at the 100 level or higher, might also count toward HPC general Education Requirements.

4. A.S. in Human Services.

a. CDA Option. The A.S. in Human Services articulates with HPC's B.A. in Social Sciences. Up to 42 semester hours of credit may be transferred, as follows: ED 50 and 51 would earn 12 credits as tantamount to Cooperative Education or Practicum (these would be elective credits); 9 to 15 other credits, if taken at the 100 level or higher, would count as electives both in the A.S. in Human Services degree program, and the B.A. in Social

BEST COPY AVAILABLE

Sciences program; and 15 to 21 other credits, if taken at the 100 level or higher, would count as General Education Requirement courses in both the A.S. and B.A. degree programs.

b. Early Childhood Education Option. This option also articulates with the HPC B.A. in Social Sciences degree program. Up to 59 of the 60 semester hours required for this A.S. degree option can be transferred to HPC: 19 in General Education Requirements (if at the 100 level or above); 15, labeled "electives" in the HCC program, could count for HPC electives and/or General Education Requirements courses, if taken at the 100 level or above, and if otherwise appropriate; 12 credits in Work Practicum would count as Cooperative Education at HPC; 13 credits considered "required courses" at HCC (e.g., HD 231, 130, 235, et.c), which could be counted as electives at HPC.

c. Community Service Option. This option also articulates with the HPC B.A. in Social Scineces degree program. Up to 51 semester hours required for this A.S. degree option can be transferred to HPC--in a fashion similar to that described for option (b) above.

5. A.S. in Occuaptional Safety and Health at HCC.

As described on pp. 80-81 of the 1983-84 HCC catalogue, the A.S. degree program in OSH is a 62-semester-hour program, 59 credits of which might be in courses numbered 100 or above (if a science course numbered 100 or above could be substituted for HCC's BIOL 22, then all 62 credits could be at the 100 level or above). Every such credit is transferable into HPC's B.A. in Social Sciences degree program.

6. A.S. in Polic Science at HCC.

As described on pp. 81-82 of the 1983-84 HCC catalogue, the A.S. program in Police Science is a 60-semester-hour program--all 60 credits of which could, conceivably, be earned at the 100 level or higher (if, for example, ENG 100 were taken to fill the language arts requirement, and SP 151 were taken instead of SP 20). Between 54 and 60 of those 60 credits would "fit" into the HPC B.A. in Social Scineces degree program, depending on the precise "electives" taken at HCC.

Exhibits. On the next four pages are exhibits explaining diagrammatically how two different HCC programs would articulate with HPC baccalaureate programs: Exhibit (F-1) sums up articulation between the A.S. in [illegible]M at HCC, and the B.S. at HPC; Exhibit (F-2) shows how the formal evaluation form would record the transfer of credit; Exhibit (F-3) summarizes articulation between the A.S. in Police Science program at HCC, and the B.A. in Social Sciences at HPC; Exhibit (F-4) is the evaluation form.

BEST COPY AVAILABLE

EXHIBIT (F-1)

HCC A.S. IN FASHION DESIGN & MERCHANDISING, AND

HPC B.S. IN BUSINESS ADMIN

At Honolulu Community College the A.S. in Fashion Design and Merchandising degree program requires completion of 63-64 semester hours of credit in required fashion designing and merchandising courses, General Education Requirements, and electives. Up to 33 semester hours earned in these courses may be transferred into the HPC B.S. degree program. In sum:

HCC Courses Required	Equivalent at HPC
TxCl 111	"Unrestricted elective"
TxCl 113	ditto
TxCl 215	ditto
TxCl 237	ditto

HCC General Education	Equivalent at HPC
ENG 100	ENG 110
MATH 123	MATH 105
ASTRO 110	SCI 102
PSYCH 110	PSYCH 200
ECON 150	ECON 215

HCC Electives	Equivalent at HPC
MGT 20	MGMT 100
POLSC 110	POLSCI 200

HAWAII PACIFIC COLLEGE

THE DEAN'S OFFICE

March 16, 1984

Dr. Peter Kessinger
Provost
Honolulu Community College
874 Dillingham Boulevard
Honolulu, Hawaii 96817

Dear Dr. Kessinger:

I have completed the project you asked me to undertake: determination of the transferability of each HCC course to HPC, and the course equivalency for each. The attached report represents the fruits of that project. In my careful consideration course-by-course of transferability, I made but one modification to the earlier (November 7, 1983) determination: Earlier, it was stated that certain HCC social science courses would transfer to HPC at the rate of two-for-one; and certain HCC humanities courses would transfer to HPC at that rate. These are sub-100-level courses. On reconsideration, we've modified that to state <u>three</u>-for-one. Details are spelled out on page 6 of the enclosed document.

Please don't hesitate to contact me, or any of our other staff members, should you have continuing questions about our academic or counseling programs. We do want to keep in touch: Our relationship with HCC has been professionally enriching to all of us.

Cordially,

Arnold Lipkind, Ed.D.
Academic Dean

Academic Center 1060 Bishop Street Honolulu, Hawaii 96813 Tel: 544-0213

HAWAII PACIFIC COLLEGE/

HONOLULU COMMUNITY COLLEGE

COURSE EQUIVALENCIES

Background. On November 7, 1983, following several weeks of preliminary discussion, Hawaii Pacific College hosted an articulation meeting with Honolulu Community College. At that meeting, general principles of articulation between HCC and HPC academic programs were discussed, and sample HCC programs (e.g., the A.A., the A.S. in Business, the A.S. in Fashion Design and Merchandising, etc.) featured. Since that time, HPC has participated, along with a number of other private and public colleges, in HCC's development of an articulation model and strategy that would benefit HCC students (and community college students in general) who desire to continue their education through the baccalaureate degree.

The Present Document. This document is a summary of transferability, matching all transferable HCC courses with the HPC courses for which they substitute. HCC courses that do not transfer at all to HPC are not listed. Complex equivalencies--such as courses transferring at the rate of three for one, or under special circumstances--are indicated by asterisks.

Differences between This and Previous Documents. There are no substantial differences between the present document, and the one issued November 7, 1983, and all statements made in that earlier document still obtain, with one exception: Earlier, it was stated that certain HCC social science courses below the 100 level were transferable to HPC at the rate of two such courses in place of HPC's SOC 100; and that certain HCC humanities courses below the 100 level were transferable to HPC at the rate of two in place of HPC's HUM 100. That has been changed to three and three, respectively. (See p. 6 of this present document for full explanation.)

Conclusion. Hawaii Pacific College guarantees the Honolulu Community College student seeking transfer to HPC the credit indicated in this document. Via one-on-one counseling sessions between such students and HPC academic advisors, additional transfer credit may conceivably be effected. HCC advisors having questions about this or the November 7 document are invited to address them to Dr. Arnold Lipkind, Academic Vice-President, Hawaii Pacific College (544-0213).

BEST COPY AVAILABLE

HCC COURSE	HPC COUNTERPART(S)
AMST 201	HUM 100
AMST 202	HUM 100
AMST 211	POLSCI 200
AMST 212	POLSCI 200
*ANTH 20	SOC 100
ANTH 150	ANTH 200
ANTH 200	ANTH 200
ANTH 210	ANTH 200
ANTH 215	ANTH 200
*ART 30	HUM 100
*ART 60	HUM 100
ART 100 to 230	HUM ART 200
ASIAN 100	HUM 100
ASTRO 110	SCI 102
ABRP 93V	COOP 150, 190, 250 and/or 290 (up to 10 credit
AMT 93V	"
AVIAT 93V	"
BOT 101	SCI 101
BOT 105	SCI 101
BOT 130	SCI 101
**BUS 20	MGMT 100
BUS 93V	COOP 150, 190, 250 and/or 290 (up to 10 credit
CHEM 100	SCI 102
CHEM 151	SCI 102
CHEM 171	SCI 102
CHNSE 101	HUM 100
CHNSE 102	HUM 100
*CMART 32	HUM 100
*CMART 40	HUM 100
*CMART 50	HUM 100
CMART 93V	COOP 150, 190, 250 and/or 290 (up to 10 credit
COMUN 101	Unrestricted Elective
COMUN 263C	"
COMUN 263D	"
DIMCH 93V	COOP 150, 190, 250 and/or 290 (up to 10 credit
DRAFT 93V	"
*DRAMA 20	HUM 100
DRAMA 101	Unrestricted Elective
ECON 120	ECON 200
ECON 150	ECON 215
ECON 151	ECON 210
ECON 211	ECON 200
ED 50	COOP 150, 190, 250 and/or 290 (up to 10 credit
ED 51	"
ED 52	"
ED 57	"
ED 91V	"
ED 167	Unrestricted Elective
ED 168	"
ED 219	"
ED 220	"
ED 253	"
EE 120	CIS 100
EE 150	CIS 100
EE 151	CIS 100

ELEC 93V	COOP 150, 190, 250 and/or 290 (up to 10 credits)
ETRON 93V	"
ENGT 93V	"
ENG 21	ENG 95
ENG 22	ENG 97
ENG 100	ENG 110
ENG 102	ENG 95
ENG 210	ENG 110 or 111 (in that priority order)
> ENG 250 to 257	ENG 111 or 220 (in that priority order)
FNS 184	Unrestricted Elective
FNS 285	Unrestricted Elective
*GEOG 22	SOC 100
GEOG 101	SCI 102
GEOG 102	ANTH 200
GEOG 151	ANTH 200
GG 101B	SCI 102
HAW 101	HUM 100
HAW 102	HUM 100
HAW 261	ENG 220
*HAWNA 24	HUM 100
HAWNA 231	HUM 100
HPER 152	Unrestricted Elective
HPER 195	"
HIST 151	HIST 221
HIST 152	HIST 222
HIST 224	Unrestricted Elective
HIST 230	HIST 222
HIST 241	HIST 221
HIST 242	HIST 222
HIST 281	HIST 221 or 301 (in that priority order)
HIST 282	HIST 222 or 301 (in that priority order)
HE 153	Unrestricted Elective
HE 260	"
HE 267	"
HD 130	"
HD 133	"
HD 196	"
HD 230	SCI 203
HD 231	SCI 203
HD 232	SCI 203
HD 235	Unrestricted Elective
HD 244	"
HD 296	"
HSERV 51	COOP 150, 190, 250 and/or 290 (up to 10 credits)
*HUM 20	HUM 100
*HUM 37	HUM 100
HUM 151	HUM 100
HUM 193V	COOP 150, 190, 250 and/or 290 (up to 10 credits)
IEDDD 101	Unrestricted Elective
IEDDD 102	"
IEDDD 201	"

IEDET 101	SCI 102
>IEDET 102	SCI 102 or 202 (in that priority order)
IEDIE 102	Unrestricted Elective
IEDMS 101 to 202	"
IEDPT 102 to 202	"
IEDSM 103	"
IEDW 102	"
IEDWC 101 to 202	"
ICS 100	CIS 100
ICS 101	CIS 100
CIS 157	CIS 100
*JPNSE 24	HUM 100
JPNSE 101	HUM 100
JPNSE 102	HUM 100
JPNSE 261	ENG 220 or HUM 100
JPNSE 262	ENG 220 or HUM 100
JOURN 150	ENG 203
JOURN 205	ENG 203
JOURN 206	ENG 203
JOURN 285V	ENG 204
LAW 100	Unrestricted Elective
> ***LAW 150	POLSCI 398 ("Constitutional Law")
LAW 227	Unrestricted Elective
LAW 228	"
LING 102	AL 200
MACHS 93V	COOP 150, 190, 250 and/or 290 (up to 10 credits)
> **MGT 20	MGMT 100
MATH 27	MATH 99
MATH 100	MATH 101
MATH 115	Unrestricted Elective
MATH 123	Unrestricted Elective
MATH 127	MATH 200
MATH 205	MATH 204
MATH 206	MATH 205
MATH 231	Unrestricted Elective
ME 113	"
MICRO 125	SCI 101
MICRO 130	SCI 101
MUS 106	HUM MUS 200
MUS 108	HUM MUS 200
MUS 114	Unrestricted Elective
MUS 121D	"
MUS 122D	"
OSH 93V	COOP 150, 190, 250 and/or 290 (up to 10 credits)
OSH 101 to 210	Unrestricted Elective
OCEAN 180	SCI 101
OCEAN 190	SCI 101
>OCEAN 201	SCI 101 or 102 (in that priority order)
>OCEAN 230	"
PHIL 100	PHIL 200
PHIL 101	"
PHIL 102	"
PHIL 200	"
PHIL 201	"
PHIL 210	PHIL 101
PHIL 255	PHIL 200

PHYS 100	SCI 102
> PHYS 151	SCI 202 or 102 (in that priority order)
-> PHYS 170	SCI 202 or 102 (in that priority order)
PIPE 93V	COOP 150, 190, 250 and/or 290 (up to 10 credits)
PS 121	Unrestricted Elective
PS 123	"
PS 124	"
PS 126	"
PS 127	"
PS 160	CIS 100
PS 240	Unrestricted Elective
-> **PS 244	POLSCI 200
PS 245	Unrestricted Elective
PS 246	Unrestricted Elective
*POLSC 24	SOC 100
POLSC 110	POLSCI 200
POLSC 245	POLSCI 200
POLSCI 271	POLSCI 200
*PSY 54	SOC 100
PSY 69	SOC 100
PSY 100 to 230	PSYCH 200
*REL 20	HUM 100
REL 150 to 205	REL 200
SCI 121	SCI 101
SCI 122	SCI 102
SCI 193V	COOP 150, 190, 250 and/or 290 (up to 10 credits)
*SSCI 40	SOC 100
*SSCI 41	SOC 100
*SSCI 42	SOC 100
SSCI 120	SOC 200
SSCI 125	Unrestricted Elective
SSCI 130	"
SSCI 193V	COOP 150, 190, 250 and/or 290 (up to 10 credits)
SSCI 220	Unrestricted Elective
SSCI 221	"
SSCI 225	"
SOSER 91V	COOP 150, 190, 250 and/or 290 (up to 10 credits)
*SOC 22	SOC 100
SOC 100 to 251	SOC 200
SP 151 to 253	COM 120
TxCl 111 to 237	Unrestricted Elective
WELD 93V	COOP 150, 190, 250 and/or 290 (up to 10 credits)
WS 130	Unrestricted Elective
ZOOL 101 to 240	SCI 101

Legend

*These sub-100-level courses transfer, as indicated, only if two other appropriate sub-100-level courses have also been taken by the student; in other words, a total of three appropriate sub-100-level courses will count as one college transfer course. Specifically:

HPC Course	HCC Combination Which Will Substitute
SOC 100	One course, and only one course, from each of three of the six categories below: (1) ANTH 20 (2) GEOG 22 (3) POLSC 54 (4) PSY 54 or 69 (5) SSCI 40, 41 or 42 (6) SOC 22
HUM 100	One course, and only one course, from each of three of the six categories below: (1) ART 30, ART 60, CMART 32, CMART 40, or CMART 50 (2) DRAMA 20 (3) HAWNA 24 (4) HUM 20 or 27 (5) JPNSE 24 (6) REL 20

**These courses transfer as indicated only if student has completed an appropriate degree program. Specifically:

HPC Course	HCC Transfer Course(and Pertinent Program)
MGMT 100	MGT 20 or BUS 20 (If student has completed the A.S. in Business degree)
POLSCI 200	PS 244 (If student has completed the A.S. in Police Science degree)

***This course, though lower-division, will be accepted in lieu of HPC's "Constitutional Law" course, by petition to the Dean.

Exhibit 3

HONOLULU COMMUNITY COLLEGE

Community College System - University of Hawaii

MEMORANDUM

May 7, 1984

TO: Karen Kelly

FROM: Sandy Toporcer

SUBJECT: Data On Immigrant Students

	F81	SP82	F82	S83	F83	S84
Total Enrollment	5190	5317	5325	5697	5127	4764
Immigrants	403(7.8%)	427(8.0%)	451(8.5%)	490(8.6%)	527(10.3%)	470(9.9%)
Other (Am Samoa, US Nationals, etc.)	146(2.8%)	185(3.5%)	232(4.4%)	198(3.5%)	181(3.5%)	160(3.4%)

BEST COPY AVAILABLE

COURSE PROPOSAL

PROPOSED BY: Ronald C. Pine, Humanities Department, Honolulu Community College.

COURSE IDENTIFICATION: LSK (Learning Skills) 197, Introduction to College Computer Study Skills.

PROPOSED CATALOGUE DESCRIPTION: A basic introduction to the many time-saving possibilities of using a microcomputer, ie., Wordprocessing, Database Management, Spreadsheets, and Educational software relevant to academic success at college.

GENERAL COURSE OBJECTIVES:

1. To demonstrate that using a computer can be fun, exciting, time saving, and challenging.

2. To demonstrate that using a computer is not just dry, technical, and complicated.

3. To introduce students to the many time-saving possibilities of a home computer, ie., Wordprocessing, Database Management, Spreadsheets, and Educational software.

4. To help students learn how to use computers confidently, comfortably, and efficiently through hands-on experience with the Commodore-64.

RELEVANCE OF COURSE:

Undoubtedly, it is not necessary to review the importance of computers and "computer literacy" for the modern college student, no more than it is necessary to review the phenomenal impact and success of the home microcomputer. However, recently several parallel developments have been noted by experts in computer technology and education. Sales of home computers are deaccelerating (accelerating, but at a much slower rate), witness the 140 million dollar loss and consequent decision of Texas Instruments to discontinue its home computer; a significant number of home computers purchased in the past are now gathering dust in closets; many adults have concluded that it is "too late" for them, that computers are the wave of the future, but only kids are whizzes with computers; and finally, a large number of Liberal Arts students are either avoiding computer programming courses or not doing very well in these courses, inspite of the

BEST COPY AVAILABLE

BEST COPY AVAILABLE

fact that computer literacy is fast becoming a prerequisite for academic survival.

A consensus seems to be emerging on a solution to this problem. The main problem has been that in the rush to push computer literacy, there has been a failure to recognize that for most people there is a prerequisite---"computer intimacy". An emotional/psychological component whereby a person feels comfortable and relaxed with a computer, when using it becomes a pleasure rather than a chore, and when a person develops excuses to spend more time with it.

Accordingly, LSK 197 would be primarily for transfer students who, although intelligent, are not mechanically, logically and/or mathematically inclined. The purpose of this course would be to address the above problem by providing both a basic informational and a psychological component. It would set the foundation for computer literacy and/or provide a basis for greater success at a four-year college by emphasizing familiarization of user conventions, commands, and Basic language. It would not teach programming directly. This would be analogous to a graduate student who must be able to read German, but will not be able to write with it.

Finally, it is appropriate that this course be added as a Humanities course. LSK 30, College Study Skills has been offered by the Humanities Department for a number of years and a computer study skill course would be a logical addition at this time. Also, technical skill will be taught within the context of a philosophical and evaluative perspective. Discussions on the entire range of questions dealing with person/machine interface will be encouraged.

PROGRAM DESIGNATION:

The course has been designed to increase the success ratio of transfer students, but could be useful for any Honolulu Community College program. At this time, it is suggested that the course apply to elective credit for the Associate in Arts and Associate in Science Degrees and the Bachelors in Arts Degree.

HOURS PER WEEK: A 3-contact hour/week lecture and lab course.

STAFF, FACILITIES, EQUIPMENT:

a. One instructor and at least one tutor.

b. The College has purchased 25 Commodore-64 computers,

but would need to purchase a comparable number of 1702 Monitors, unless a take-home approach is used.

c. A central location for the computers is needed, unless a take-home approach is used.

ARTICULATION: Since computer intimacy is a relatively new concept, it is not known whether this course could or should be articulated. The only other LSK transfer level course known is offered at Leeward Community College, and does not involve the use of computers.

PREREQUISITES: There are no specific prerequisites for the course. However, Philosophy 210 (Logic), Math 100, or English 100 would be highly recommended.

LSK 197 COURSE DESCRIPTION AND CONTENT

COURSE DESCRIPTION: A basic introduction to the many time saving possibilities of using a microcomputer relevant to academic success at college.

TEXTS: The Elementary Commodore, by William B. Sanders; The Personal Computer Handbook, by Peter Rodwell.

COURSE FORMAT: (assuming a take-home approach) Each student will be allowed to borrow a Commodore-64 computer and a Commodore Datasette to interface with their own T.V. There will be a weekly class meeting at 12:30 every Friday in Rm. 633 and at other designated times if needed. In addition Rm. 625 will be used as a Lab and will be open from 8:30 a.m. - 4:30 p.m. MTWTHF. The lab will be staffed by either the instructor or one of the tutors. In addition, please make note of the phone numbers below. You can call one of these numbers for help between the hours 8:30 a.m. - 10:00 p.m. MTWTHF Sat., Sun.

PHONE NUMBERS: HELP!
Lab 845-9163: Instructor, Ronald C. Pine 638-7433: Tutors: Laine Uyeno 988-6514; Karl Moody 942-9158; John Huggins 422-8054

COURSE CONTENT:

1. Setting up the Commodore-64 computer and Datasette (Sanders, Chapter 1).

2. The C-64 Keyboard, becoming familiar with user conventions and Basic Language commands (Sanders, Chapters 1 & 2, class handout).

3. Using the C-Datasette: Loading programs from tape (Sanders, pp. 23-24) Note: always type the Load command before pressing the PLAY button. See the program list below.

4. Using the C-Datasette: Saving programs from tape (Sanders, pp. 36-37, class handout) Note: always type the Save command before pressing the RECORD and PLAY button.

5. Editing (Sanders pp. 40-44)

6. Typing Tutorial--Master type.

7. Further familiarization with user conventions and Basic Language commands (Sanders, Chapters 3-7).

8. Typing in programs written for the Commodore-64 (class handout).

9. Using the 1541 Disk Drive (Sanders, pp. 21-23).

10. Using Home Educational Programs

11. Using Professional Software Packages

    a. WordPro 3 Plus/64, Spellright Plus/64, and Speedcript.

    b. Mirage Database Manager

    c. Spreadsheets, Easy Calc/64

COURSE PROJECTS:

1. Weekly Assignments.

2. One 2-5 page paper describing your experiences with the C-64 using WordPro or Speedcript.

3. One functional program (typed in) from a computer magazine (GAZETTE, RUN, COMPUTE, etc) using MLS (Machine Language Entry Program) or Auto-Proof (Automatic Proofreader for Basic).

PROGRAM LIST: Quickfind (Main Menu); Colors; Money-Calc; Gas Mileage; Calorie-Cop; Paycheck Analysis; Utility Bill Audit; Memory Trainor; Music Master; Checkers; Alpha-Shoot; Speedscript.

NOTE: How to load the above programs from tape using your Datasette.

1. Using quickfind: Hold shift while pressing run/stop, then follow directions on the screen.

2. Without Quickfind: Move counter# to the appropriate location (see class handout), then type Load "Program Name", then [Return] and follow directions.

FINAL NOTE: Always type RUN after loading to begin the program.

GOOD LUCK!

Exhibit 4b

PROFILE OF STUDENTS IN COMPUTER SKILLS COURSE
SPRING 1984
Ron Pine, Instructor

Ethnicity		Educational Objective		Major	
Filipino	4	Associate of Arts	18	Liberal Arts	17
Korean	1	Associate of Science	6	Police Science	1
Japanese	6	Unclassified	1	Fashion Design and Merchandising	1
Black	2			Human Services	3
Portuguese	1			Commercial Art	1
Spanish	2			Carpentry	1
Caucasian	7			Unclassified	1
Mixed	2				
	25		25		25

STUDENT EVALUATION CHECKLIST

NAME_____

The following is to be handed in by May 4th (Friday), the last day of classes. Please answer the questions honestly, especially the last one. If you feel that you have a problem in answering any of these questions "positively", you should view this not as an area of failure but rather as an item on which to seek help. The purpose of this course has been to demonstrate the various capabilities of a computer. It has tried to emphasize the more joyful aspects of computing. It has encouraged experimentation and attempted to provide a more relaxed setting than normally found in a formal classroom. It is up to you as to whether or not you take full advantage of this.

ANSWER YES OR NO TO THE FOLLOWING:

1. Able to hook-up the C-64 and Datasette to TV? _____
2. Able to load programs using Quickfind? _____
3. Able to load programs without Quickfind? _____
4. Able to load programs using the Disk Drive? _____
5. Able to use menu driven programs (Project #1): Colors, Money-calc, Calorie-Cop? _____
6. Played with Music Master and Memory Trainer? _____
7. Speedscript: Able to
   a. Type and Edit? _____
   b. Use format commands? _____
   c. Save typing on tape? _____
   d. Load typing from tape? _____
   e. Print out hard copy? _____
   f. COMPLETE FINAL PAPER _____
8. Typing Derby:
   a. Know basic finger positions for touch typing? _____?
   b. Practiced different levels and finger position exercises? _____?

9. Spellright/Plus: Able to

   a. Save typing to disk? _____

   b. Load and Run Spellright? _____

   c. Edit spelling within Spellright? _____

   d. Save edited version to disk? _____

   e. Transfer edited version from disk to tape? _____

   f. Scratch edited version from disk? _____

10. Basic Checklist Assignment:

   a. Know how to use the basics of the C-64 keyboard? _____

   b. Know how to use the List command? _____

   c. Read Sanders, Chapters 1-5? _____

   d. Able to type in the checkbook program, p. 108? _____

11. Complete DATA EG. and SUPER-SORT ASSIGNMENT? _____

12. Able to type in ONE FUNCTIONAL PROGRAM from a C-64 magazine? _____

13. Alpha-Shoot: Experimented with this educational game with a small child? _____

14. Used the Lab to familiarize yourself with

   a. WordPro 3 Plus? _____
   b. Mirage Data Base Manager? _____
   c. Calc Result Easy? _____

15. Hand in completed master tape with programs and counter#'s recorded? _____

SIDE 1	SIDE 2
Quickfind	Speedscript
Colors	Typ-Derb
Money-Calc	Alpha-Shoot
Calorie-Cop	Data Eg.
Music Master	Super-Sort
Memory Trainer	

BASED ON THE ABOVE WHAT DO YOU BELIEVE YOU SHOULD RECEIVE FOR A FINAL GRADE? _____

FORD FOUNDATION
UCCTOP

ASCENT

STATEWIDE ADVISORY COMMITTEE FROM LINKING INSTITUTIONS

UNIVERSITY OF HAWAII

Systems Office

Dr. Fujio Matsuda
President
University of Hawaii
Bachman 202
Honolulu, Hawaii 96822
948-8207

Dr. Albert Simone
Vice President for Academic Affairs
University of Hawaii
Bachman 204
Honolulu, Hawaii 96822
948-7486

Dr. Walter Steiger
University of Hawaii
Board of Regents
P. O. Box 19000A
Honolulu, Hawaii 96819
847-3511

University of Hawaii at Manoa

Dr. David Bess
Dean, College of Business Administration
University of Hawaii, Manoa
BusAd C204
Honolulu, Hawaii 96822
948-8377

Dr. Richard Kosaki
Vice-Chancellor
University of Hawaii, Manoa
Hawaii Hall 103
Honolulu, Hawaii 96822
948-8445

Dr. Reginald Young
Associate Dean
College of Engineering
University of Hawaii, Manoa
Holmes Hall 240F
Honolulu, Hawaii 96822
948-7886

University of Hawaii at Hilo

Dr. John Kofel
Vice Chancellor
University of Hawaii, Hilo
1400 Kapiolani Street
Hilo, Hawaii 96720
961-9567

West Oahu College

Dr. Ralph Miwa
Chancellor
West Oahu College
96-043 Ala Ike
Pearl City, Hawaii 96782
456-5921

Dr. Fred Mayer
Dean of Faculty
West Oahu College
96-043 Ala Ike
Pearl City, Hawaii 96782
456-5922

Community College System

Dr. Joyce Tsunoda
Chancellor for Community Colleges
University of Hawaii
2327 Dole Street
Honolulu, Hawaii 96822
948-7313

Mr. Mike Rota
Acting Director for Academic Affairs
Office of the Chancellor for Community Colleges
University of Hawaii
2327 Dole Street
Honolulu, Hawaii 96822
948-7471

CHAMINADE UNIVERSITY

Dr. Dawes Hiu
Vice President
Chaminade University of Honolulu
3140 Waialae Avenue
Honolulu, Hawaii 96816
735-4711

BRIGHAM YOUNG UNIVERSITY-HAWAII CAMPUS

Dr. Elliot Cameron
President
Brigham Young University-Hawaii Campus
55-220 Kulanui Street
Laie, Hawaii 96762
293-3700

Dr. Robert Goodwin
Assistant to the President
Brigham Young University-Hawaii Campus
55-220 Kulanui Street
Laie, Hawaii 96762
293-3211

HAWAII PACIFIC COLLEGE

Mr. Chatt Wright
President
Hawaii Pacific College
1060 Bishop Street
Honolulu, Hawaii 96813
544-0201

Dr. Arnold Lipkind
Academic Vice President
Hawaii Pacific College
1060 Bishop Street
Honolulu, Hawaii 96813
544-0213

HAWAII LOA COLLEGE

Dr. Phil Bossert
President
Hawaii Loa College
45-045 Kam Highway
Kaneohe, Hawaii 96744
235-3641

Ms. Janie Bossert
Director of Enrollment
Management
Hawaii Loa College
45-045 Kam Highway
Kaneohe, Hawaii 96744
235-3641

Dr. Otis Shao
Dean of Academic Affairs
Hawaii Loa College
45-045 Kam Highway
Kaneohe, Hawaii 96744
235-3641

DAMIEN MEMORIAL HIGH SCHOOL

Mr. John Sullivan
Counselor
Damien Memorial High School
1401 Houghtailing Street
Honolulu, Hawaii 96817
841-0195

FARRINGTON HIGH SCHOOL

Mrs. Esther Kau
Principal
Farrington High School
1564 N. King Street
Honolulu, Hawaii 96817
841-3331

KAMEHAMEHA SCHOOL

Mr. Jack Darvill
President
Kamehameha School
Kapalama Heights
Honolulu, Hawaii 96817
842-8231

PROVOSTS

Dr. Alma Cooper, Provost
Maui Community College
310 Kaahumanu Avenue
Kahului, Hawaii 96732
242-5413

Dr. Peter Dyer, Provost
Windward Community College
45-720 Keaahala Road
Kaneohe, Hawaii 96744
235-0077

Mr. Y. David Iha, Provost
Kauai Community College
3-1901 Kaumualii Highway
Lihue, Kauai, Hawaii 96766
245-8210

Dr. Melvyn Sakaguchi, Provost
Leeward Community College
96-045 Ala Ike
Pearl City, Hawaii 96782
455-0215

Dr. John Morton, Provost
Kapiolani Community College
620 Pensacola Street
Honolulu, Hawaii 96814
531-4654

Dr. Peter R. Kessinger, Provost
Honolulu Community College
874 Dillingham Boulevard
Honolulu, Hawaii 96817
845-9225

Mr. Mitsugu Sumada, Provost
Hawaii Community College
1400 Kapiolani Street
Hilo, Hawaii 96720
961-9582

HONOLULU COMMUNITY COLLEGE

Honolulu Community college
874 Dillingham Boulevard
Honolulu, Hawaii 96817

Peter Kessinger
Provost
845-9225

Karen Kelly
Principal Investigator
845-9135

Valerie Evans
Program Developer
847-7842

Joanne Colozzi
Director of Student Services
845-9235

Bob Hirata
Director of Business Affairs
845-9123

Walter Chun
Director of Special Programs
845-9122

Mac Hirata
Faculty Council Executive
Committee Chairman
845-9117

EE TRANSFER TERMINAL

Exhibit 6

FAATEA, FUATINA S. **EE** **BS** **130**

Total credits transferred: 46
Total credits not transferred: 48

Credits transferred to: COLLEGE OF ENGINEERING	Credits transferred from: HONOLULU COMMUNITY COLLEGE
COMMUNICATIONS	
ENG 100 03	ENG 100 03
SP 151 03	SP 151 03
HUMANITIES I	
ENG 250 03	ENG 250 03
HUMANITIES II	
PHIL 100 03	PHIL 100 03
SOCIAL SCIENCES	
SOC 231 03	SOC 231 03
POLSC 110 03	POLSC 110 03
WORLD CIVILIZATIONS	
HIST 151 03	HIST 151 03
HIST 152 03	HIST 152 03
Q AND L REASONING	
MATH 205 03	MATH 205 04
MATH 206 03	MATH 206 04
MATH 231 03	MATH 231 04
NATURAL SCIENCES	
PHYS 170 04	PHYS 170 04
PHYS 170L01	PHYS 170L01
CHEM 171 04	CHEM 171 04
CHEM 171L01	CHEM 171L01
EE REQUIREMENTS	
EE 150 03	EE 150 03
	OTHER(Non-transferrable)
	ENGT 058 04
	ENGT 022 04
	ENGT 023 04

HCC REPRESENTATIVE MAY 1984

PHIL	210	03
ENGT	061	03
HAWNA	024	03
REL	020	03
SSCI	041	03
OCEAN	180	03
EE	151	03
PHIL	101	03
POLSC	245	03
AMST	211	03
REL	150	03
ENG	251	03

HCC REPRESENTATIVE MAY 1984
This is not a binding document. Please consult with the College of Engineering.

KEEALOHA, KAWIKA L. SSCI BA 120

Total credits transferred: 60
Total credits not transferred: 9

Credits transferred to: HAWAII PACIFIC COLLEGE			Credits transferred from: HONOLULU COMMUNITY COLLEGE						
GENERAL EDUCATION									
ENG	110	03	ENG	100	03				
MATH	105	03	MATH	123	03				
HIST	221	03	HIST	151	03				
CIS	100	03	PS	160	03				
POLSCI	200	03	PS	244	03				
ECON	200	03	ECON	120	03				
SCI	102	03	CHEM	100	03				
SOC	100	03	ANTH	020	03	GEOG	022	SOC	022
UPPER DIVISION CORE									
UPPER DIVISION MAJOR									
POLSCI	398	03	LAW	150	03				
UPPER DIVISION ELECTIVES(RES)									
UPPER DIVISION ELECTIVES(UNRES)									
PS	123	03	PS	123	03				
UNRESTRICTED ELECTIVES									
PS	121	03	PS	121	03				
PS	240	03	PS	240	03				
PS	246	03	PS	246	03				
PS	245	03	PS	245	03				
REL	150	03	REL	150	03				
AMST	201	03	AMST	201	03				
HAW	261	03	HAW	261	03				
SP	151	03	SP	151	03				
ASTRO	110	03	ASTRO	110	03				
PSY	110	03	PSY	110	03				
LOWER DIVISION MAJOR									
PRACTICUM									

HCC REPRESENTATIVE MAY 1984

LANGUAGE LEARNING EXPERIENCE

OTHER(Non-transferrable)

DRAMA 020 03
HAWNA 024 03
PSY 054 03

NCC REPRESENTATIVE MAY 1984
This is not a binding document. Please consult with a counselor at Hawaii Pacific College.

HONOLULU COMMUNITY COLLEGE
NEW COURSE PROPOSAL

COURSE TITLE: TRANSFER DECISIONS
COURSE NUMBER: IS 195
CREDITS: 2

Course Description:

Transfer Decisions is designed to assist students in their transition from a two-year institution to a four-year college or university. This course will emphasize the philosophy of liberal education and how it relates to the concept of career education. Students will investigate colleges and careers of their choice and submit a research paper reflecting a high level of academic discipline. It will include searching national school files and writing to local and national institutions to obtain pertinent academic and entry requirements. Students also must go to the Learning Assistance Center to develop skills in college survival.

A. Relationship to Educational Needs and Goals of College

Transfer Decisions relates directly to the diverse needs of liberal arts and vocational-technical students, a substantial proportion of which lack career direction as well as transfer skills and tools to be successful in higher education.

To remove barriers that confront the transfer students, an investigative team from Honolulu Community College visited several local colleges to strengthen articulation ties and to establish new articulation linkages with four-year colleges. Most colleges expressed a desire to have their faculty become mentors to students interested in transferring; providing them with academic and personal support prior to the students enrollment at that college. Additionally, at a recent College Fair, fifteen national colleges were consulted on the availability of an orientation or transfer program. Each college indicated that they have redesigned their academic programs so that their students will be better prepared for upper division work. These programs ranged from a one-day college orientation session to a more comprehensive two-year interdisciplinary transfer curriculum. Several colleges experienced increased retention rates. Implementation of this course may result in increased retention of students at Honolulu Community College beyond their freshman year as well as increase the likelihood of transfer at the end of the sophomore year.

B. Course Design

This course is designed to prepare the transfer students for upper division work at four year colleges and universities. It is proposed as a transfer course open to students who have accumulated at least 30 credits and are seriously considering transferring to a four-year college.

C. Course Hours and Instructions

The proposed course consists of one hour of lecture and three hours of lab per week.

D. Independent Work

Students will be assigned outside class reading, tour local colleges and universities and worksites relative to program choice, and view videotapes corresponding with major and career objectives.

E. Staff, Equipment, Facilities

Instruction will be provided by the counseling staff, Learning Assistance Center staff and guest speakers. Cost items such as honorariums and videotapes will be absorbed by the Ford Foundation grant. Videotape equipment required for certain exercises are already available.

F. Similar Course(s) at UH System

IS (Interdisciplinary Studies) 100B,C,D -Human Potential, is offered at Hawaii Community College. The primary emphasis focuses on orientation to the college, development of more positive self-concept and development of a career plan.

G. Articulation

IS 100B,C,D is currently articulated to University of Hawaii-Hilo as a transfer level lower division elective.

H. Course Prerequisite

This course will require a substantial amount of reading, writing, and research skills. The content of this course requires students to research profiles of American colleges and write for pertinent transfer information. Additionally, this course requires written themes or research papers as part of class assignments. As such, English 22 should be the prerequisite for this course.

COURSE OUTLINE

A. Course Description:

The Orientation course is designed to assist students in their transition from a two-year college to a four-year college/university. It will emphasize the relationship between the traditional academic discipline (liberal education) and the concepts of career education. Since students lack a comprehensive and thorough guide to all the accredited colleges and universities, students will search national school files as well as profiles of American colleges for pertinent entry and academic requirements. Students will visit and explore colleges and worksites and obtain information on educational as well as labor market employment trends. Emphasis will also be on assisting students in improving research techniques as well as improving survival skills for successful journey through college.

B. Hours Per Week:

Lecture 1 Lab 3 Other ____ Total 2

C. Prerequisites:

English 22

D. Specific Course Objectives:

1. Each student will articulate in writing a need for liberal education as it relates to functional uses in work.

2. Each student will visit colleges and worksites pertinent to program choice and attempt to correlate it with the world of work.

3. Each student will research national school files and profiles of American colleges and write to select educational institutions to obtain information on entry requirement and other pertinent information needed for transfer.

4. Each student will view video presentations related to career goals or educational choice. Videotapes of guest lecturers are available in several academic disciplines.

5. Each student will utilize the resources of the Learning Assistance Center to develop skills in writing essays and research papers as well as develop study skills necessary to survive in four-year institutions.

6. Each student shall prepare a three-page typewritten essay on career objective or college major. Suggested outline will be distributed in class.

E. Course Content:

1. Introduction/overview of course objectives.
2. Educational choice, "Why HCC, why not a four-year institution"?
3. Definition of liberal education and its necessity.
4. Liberal education and world of work:
   a) career implications of the substantive content taught. (Panel)
   b) students response to panel
5. How to choose a major/career:
   a) interest/skills/values
   b) developing a curriculum
   c) marketability of educational training
6. Coping with changing job market
7. Skills required to transfer and to survive in four year institution:
   a) data seeking - national school file/profile of American colleges
   b) prepare applications and other forms for transfer
   c) financing your education
8. Learning Assistant Center
   a) preparation of essay and research paper
   b) how to study various disciplines i.e. math/science/language
9. Wrap-up and evaluation

F. Required Text and Materials:

Magnum, Garth, Career Education in the Academic Classroom, Olympus Publishing Co., Salt Lake City, Utah, 1975.

G. Reference Materials:

Chapman, Elwood, College Survival, 1974.

H. Auxiliary Materials and Content:

This series will comprise a semester-long potpourri of workshops, speakers, films video presentations and field interviews with people at work in a wide variety of career areas.

I. Evaluation and Grading:

Grading will be based on completion of assignments and classroom attendance. Since much of the assignments are individualized and away from the classroom, only 25 percent of the grading will be based on attendance. Completion of classroom assignments will be assigned letter grades as follows:

A - 90 points
B - 80-89 points
C - 65-79 points
D - 50-64 points
F - 49 points and less

G. Methods of Instruction:

1. Panel discussion on liberal education.
2. Guest lecturers and guest speakers.
3. Preview prepared videotapes of speakers.
4. Search national school files and write for applications and other forms applicable for tranferring.
5. Field assignments to colleges and worksites.
6. Attend Learning Assistance Center for research and college survival skills training.

TRACKING SYSTEM

Prior to 1975, the University of Hawaii collected and disseminated information regarding student flow. This provided feedback to the College regarding the number and destination of its graduating students. Since 1975, however, such information is no longer available.

The actual tracking system, as described in the grant proposal, has not yet been completely designed. Honolulu Community College has, however, identified the following necessary components as being part of the conceptual design.

1. Participating colleges would each have to have a fully implemented automated student record system.

2. Each participating college would need to agree to provide reasonably specific information concerning the student's progress to the tracking college in order for the tracking college to determine specifics of the tracking college's programs which may not be fully contributing to student success at the college of transfer. At this time, it is anticipated that information such as that to be posted to the students transcript would be required. Several assumptions are made: That the participating college routinely creates its own file containing immediately past semester's data--courses attempted, grades received, student identification, major, cumulative GPA, semester GPA, total accumulated credits, and similar current information; That an area has been set aside in the system of the participating college, and that the necessary software has been developed so that as a part of the College's routine file maintenance, information concerning the transferring College's students in transferred to the area set aside.

3. The tracking system must require minimal additional personnel time on the part of the reporting college.

4. The tracking college must have access to the collection of data as necessary, without the prior approval of the college of transfer, once the initial agreement is made to participate. At any time after to semi-annual update to the files ot the college of transfer, the transferring college may access that portion of the file set aside in order to collect data concerning its transfer students. This data may then be analyzed to provide information relating to: the progress of transfer students; specific areas in which the College may need to strengthen its curriculum.

To date, the state's four private colleges, and the University ot Hawaii Community Colleges have agreed to participate. Formalized agreements will be made upon completion of written specifications.

BEST COPY AVAILABLE

Exhibit 7b

HONOLULU COMMUNITY COLLEGE

UNIVERSITY OF HAWAII

May 23, 1984

Ms. Alison Bernstein
Program Officer
The Ford Foundation
320 East 43rd Street
New York, New York 10017

Dear Ms. Bernstein:

REQUEST TO ADJUST BUDGET FOR THE 1983-84 UCCTOP GRANT

This is to request a revision to Honolulu Community College's 1983-84 Ford Foundation UCCTOP Project budget. We are requesting that $4,055 be transferred from the personnel and travel budget categories to the equipment category so that we may fully institutionalize one of our project's activities. Because our Program Developer was not hired until January and because less travel than originally anticipated was required, we will have a sufficient amount of unexpended funds to cover this request. Our justification for this request is described below.

The course, **Introduction to College Computer Study Skills**, that was developed and piloted under our grant this year is now in the process of being revised. It was designed to introduce the transfer student to the many time-saving possibilities of using a microcomputer relevant to his or her academic success. The course, as originally conceived, included the home use of small computers in an attempt to encourage students to experiment and reach their own solutions without feeling inhibited or rushed. The class met once a week and most of the assignments were done at home.

Overall, the course accomplished its objectives and was quite successful. However, the instructor believes, and we concur, that there was a weakness in the take-home strategy. He discovered that a few of his students suffered because of a lack of structure and control. He found it difficult to determine when these students, who generally lacked self-confidence and direction, were falling behind in completing their assignments because of their hesitancy to seek assistance. To correct this problem, we are now restructuring the course. The revised structure will require an on-campus microcomputer laboratory. The College has been able to acquire all of the equipment for the laboratory except for 10-15 color monitors.

871 Dillingham Boulevard · Honolulu, Hawaii 96817-4598 · Telephone 845-9211

An Equal Opportunity Employer

In order to accomplish the desired change and to fully institutionalize this course, we need to purchase 10-15 Commodore color monitors for the students to use in the lab. We are therefore requesting that $4,055 of anticipated unexpended funds be transferred to the category of equipment and used to buy the color monitors. The price and number of color monitors purchased is dependent upon the current price at the time of the approval of this Request to Adjust Budget.

Attached is a revised budget incorporating this request. Thank you for your consideration and we look forward to hearing from you at your earliest convenience.

Sincerely,

Karen Kelly
Project Director

Moheb A. Ghali
Director of Research Administration

dld

Attachment

cc: Peter R. Kessinger
Provost
Honolulu Community College

BUDGET STATUS AS OF 5/23/84

The following budget status report reflects the total expenditures projected through June 30, 1984, including the requested resource reallocation. The college's cost sharing is also reflected.

	Awarded	Expenditures to 6/30/84	Balance
Personnel/ Fringe	$15,646.00	$15,610.00	$ 36.00
Travel	486.00	485.59	.41
Equipment	8,805.00	8,802.99	2.01
Other	63.00	100.60	(37.60)
Total	$25,000.00	$24,999.18	$ .82
Cost Sharing		$ 5,279.38*	

*Includes luncheons, travel, supplies and equipment.

ASCENT

Exhibit 8

Articulated Structures and Curriculum Enhancement Needed for Transfer

February 1984

I would like to take this opportunity to provide you with a brief overview of ASCENT, a Honolulu Community College project currently being developed under a $25,000 grant from the Ford Foundation's Urban Community College Transfer Opportunities Program (UCCTOP). Our College was one of 24 in the nation selected for this Program which began October 1, 1983.

ASCENT is designed to facilitate the transfer of students by developing alternate methods of delivering information and support to both the student and the institution. A statewide Advisory Committee representing both public and private higher education has been formed to assist in the project's activities described below.

Transfer Information

As you know, institutions of higher education in Hawaii have a great deal of autonomy in program planning and modifications are a frequent occurrence. When information concerning these changes is processed manually, accurate and current information is extremely difficult to obtain. Therefore, HCC has been visiting colleges throught the State to develop both formal and informal articulation agreements and to collect data for use in

BEST COPY AVAILABLE

UNIVERSITY OF HAWAII
HONOLULU COMMUNITY COLLEGE
874 Dillingham Boulevard Honolulu, Hawaii 96817 Telephone: 845-9211

an automated TRANSFER TERMINAL. Colleges visited include Brigham Young University--Hawaii Campus, Chaminade University, Hawaii Loa College, Hawaii Pacific College, University of Hawaii--Hilo, and West Oahu College.

The TRANSFER TERMINAL data base will be directly accessible by students and student services staff to get up-to-date and comprehensive information on course/program transferability as well as information on admissions requirements, financial aid, college philosophy, campus facilities, student profiles and contact persons. The program specifications and the logical design of the TRANSFER TERMINAL are being developed by Honolulu Community College. The design will be pilot tested utilizing the model articulation agreements HCC is developing with Hawaii Pacific College and with the College of Engineering (Electrical) at the University of Hawaii at Manoa.

HCC has also identified the necessary components of the conceptual design for an automated STUDENT TRACKING SYSTEM. After the written specifications for the system are completed, arrangements will be established with Hawaii's four private colleges and the University of Hawaii Community Colleges regarding their participation in the system. Future plans include a pilot test with a selected institution prior to broader implementation.

Curriculum Development

The College is developing TRANSFER DECISIONS, a course designed to assist students in their transition from a two-year institution to a four-year college or university. The actual

BEST COPY AVAILABLE

curriculum is now being developed by **RON KANESHIRO.** As currently planned, students will investigate colleges and careers of their choice and submit a research paper reflecting a high level of academic discipline. It will include searching national school files and writing to local and national institutions to obtain pertinent academic and entry requirements. Students will visit and explore colleges and worksites and obtain information on educational as well as labor market employment trends. The emphasis will be on assisting students to improve research techniques as well as developing survival skills for a successful journey through college.

Professional schools in the State were surveyed to determine how transfer students could be better prepared to enter their programs. They identified the need for improved communication skills, particularly in the area of computing. In response, the College is piloting INTRODUCTION TO COLLEGE COMPUTER STUDY SKILLS, a course designed by **RON PINE** to introduce to the transfer student the many time-saving possibilities of using a microcomputer (i.e., word processing, database management, electronic spreadsheets, and educational software relevant to academic success at college).

The course includes the home use of small computers in an attempt to encourage students to experiment and reach their own solutions without feeling inhibited or rushed as is so often the case in computer labs. The class meets once a week to receive instruction and to discuss problems/solutions. Most of the assignments are done at home. Ron keeps his door open and is

available for individual consultation. There certainly appears to be a demand for such a course as evidenced by the submission of over 50 applications with little advertising and no catalog listing.

Future Directions

The College hopes to be invited to apply for one of the Ford Foundation's UCCTOP $250,000 three-year, second-phase grants in late Spring or early Summer. The Foundation is looking for projects that will have national and/or regional significance and impact. I believe our project's activities have that potential. If invited to apply, however, we will have a very short time to actually write the three-year grant proposal. Thus, I am asking for your input now.

A meeting to exchange ideas is planned for Thursday, March 8 at 2:00 p.m. in Bldg. 2, Room 111. All interested faculty, staff and students are invited to attend. If you are unable to attend, please pass your ideas on to one of ASCENT's Steering Committee members: Acting Dean of Instruction Karen Kelly, Director of Student Services Joanne Colozzi, ASCENT Program Developer Valerie Evans and myself.

The Ford Foundation has provided us with a challenging opportunity to develop creative programs and services for the transfer student. I look forward to hearing your ideas.

Peter R. Kessinger

Peter R. Kessinger, Provost

Exhibit 9

CHRONOLOGY OF EVENTS

August 2-3, 1983	Steering Committee meets to discuss parameters and assignment
September 7, 1983	Honolulu Community College (HCC) Counselors meet to brainstorm transfer course content
September 20, 1983	Steering Committee meets to discuss assignments and progress
	Counselor Ron Kaneshiro meets with University of Hawaii at Manoa Admissions and Records staff regarding the relevancy of a transfer course
September 27, 1983	Steering Committee meets to discuss assignments and progress
October 3, 1983	Faculty meet to discuss development of computer course
October 4, 1983	Faculty meet to discuss development of computer course
October 5, 1983	Steering Committee meets to discuss assignments and progress
October 7, 1983	Faculty meet to discuss development of computer course
October 17, 1983	HCC Counselors meet with Learning Assistance Center Director to develop transfer course outline
October 18, 1983	Steering Committee meets to make final plans for Advisory Committee Dinner
October 19, 1983	Statewide Advisory Committee Dinner
	Faculty meet to discuss development of computer course
October 20, 1983	Steering Committee meets to discuss assignments and progress
	Faculty meet to discuss development of computer course
October 27, 1983	Steering Committee meets to discuss assignment and progress

October 27, 1983	Faculty meet to discuss development of computer course
October 28, 1983	Faculty meet to discuss development of computer course
November	Philosophy Instructor Ron Pine is selected to teach computer course
	Review of relevant computer course materials and resources
	Development of computer course outline/ synopsis
	Recruitment of computer course students (application forms distributed/student newspaper article)
November 2, 1983	Ron Kaneshiro meets with engineering resource people for transfer course videotapes
November 9, 1983	Computer course hardware selected and bids are requested
November 10, 1983	Steering Committee makes campus visitation to the University of Hawaii at Hilo
November 11-12, 1983	Ron Kaneshiro attends College and Career Fair and meets with representatives from Azusa Pacific College, Coe College, Drake University, Lewis and Clark College, Northern Arizona University, Marymount Palos Verdes College, University of Alaska, Western Oregon State College, Willamette University, Chaminade University, Brigham Young University-Hawaii, Kapiolani Community College, Kauai Community College, Maui Community College, and the University of Hawaii at Manoa
November 17, 1983	Steering Committee makes campus visitation to West Oahu College
November 18, 1983	Steering Committee makes campus visitation to Chaminade University
	Computer course hardware purchased and inspection begins
	Selection of computer course software, books and related supplies begins
November 23, 1983	Steering Committee makes campus visitation to Hawaii Pacific College

November 28, 1983	Steering Committee makes campus visitation to Hawaii Loa College
November 29, 1983	Steering Committee makes campus visitation to Brigham Young University-Hawaii
December	Selection of students for computer course; Instructor permission forms issued
	Development of design and preliminary specification for Transfer Terminal begins
December 1, 1983	Steering committee meets with Leeward Community College's Dean of Instruction to discuss coordinating pre-engineering directions
December 7, 1983	Ron Kaneshiro meets with Steering Committee to discuss progress of transfer course
December 14, 1983	Transfer course proposal evaluated by HCC's Language Arts Department
December 29, 1983	Steering Committee meets with UH-Manoa Engineering Department representative to discuss needs for pre-engineering offerings and recommendations for HCC's directions and priorities
January 3, 1984	HCC Physics instructors meet to discuss pre-engineering priorities
	Engraving of computer course hardware begins
January 5-9, 1984	Spring Semester Registration
January 11, 1984	Computers assigned to library
January 13, 1984	First day of instruction
	Computers checked out to students from library
	ASCENT newsletter distributed
January - May 1984	Ongoing discussions with Chancellor's Office and 4-year college representatives regarding articulation, transfer terminal and tracking system
January 19, 1984	Job Placement Counselor evaluates transfer course proposal
January 23, 1984	Career Kokua Counselor evaluates transfer course proposal

January 25, 1984	Transfer course proposal submitted to Steering Committee
January 27, 1984	Computer course proposal (as permanent offering) submitted to Steering Committee
January 30, 1984	Steering Committee meets to discuss progress and future directions
January 31, 1984	Invitations to second Steering Committee meeting distributed
February 2-4, 1984	Meeting in Los Angeles
February 6, 1984	Ford Steering Committee meeting
February 10, 1984	Meeting with Honolulu Community College Admissions Office
February 22, 1984	Meeting with Ron Pine to plan summer staff development offering of computer course
February 23, 1984	Meeting with Arnold Lipkind, Hawaii Pacific College--Transfer Terminal refinement
February 27, 1984	Hawaii Pacific College Administrative staff visit to Honolulu Community College
February 28, 1984	Ford Steering Committee meeting
February 29, 1984	Ford Advisory Committee meeting
March 6, 1984	Student Services visit to Hawaii Pacific College and Ford Steering Committee meeting
March 7, 1984	Ford Steering Committee meeting and College of Business Administration informational meeting
March 8, 1984	Honolulu Community College's open meeting with faculty and staff to discuss future plans for improving opportunities for Transfer Students
March 9, 1984	Meeting with Associated Students of Honolulu Community College
March 13, 1984	Steering Committee Meeting and Student Services first visit to Brigham Young University--Hawaii
March 15, 1984	Summer computer class meeting and informational meeting on campus with pre-engineering students sponsored by University of Hawaii College of Engineering

March 16, 1984	Meeting with University of Hawaii at Manoa admissions office
March 21, 1984	Ford Steering Committee meeting
March 22, 1984	Meeting with Mike Rota, and Honolulu Community College representatives to Ford meeting at AACJC Conference
April 6, 1984	Demonstration of Transfer Terminal to Associated Students of Honolulu Community College (ASHCC)
April 11, 1984	Post AACJC conference meeting with Mike Rota
April 12, 1984	Meeting with pre-business students, Ford Steering Committee meeting, and meeting with representative from Kamehameha School
April 16, 1984	Student Services visit to Chaminade University
April 17-18, 1984	Site visit, Shirley Mow
April 19, 1984	Student Services second visit to Brigham Young University
April 23, 1984	Student Services visit to Hawaii Loa College
May 11, 1984	Approval of Computer Skills and Transfer Decisions courses announced in campus bulletin
	Computers checked in by students at Library.
May 25, 1984	Final Report

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

JUL 19 1985